

There's an attendance blink.

Ben Givens: We're not quite to call them yet. So please indicate if you haven't voted yet your presence here.

Ben Givens: Thank you were a quorum. Amy.

Amy Darragh (she/hers): All right. Wonderful. Thanks, Ben. So the meeting will come to order. The secretary informs me that, according to the bylaws of the Secretary of the University Senate do notice of this meeting has been given. And we have a quorum of members in attendance.

Amy Darragh (she/hers): The first item of business is the approval of the Secretary's report number 385 and 386 the report is available in the meeting materials. This approval requires a motion and a second.

Load

Pablo Manon Mateos: Second,

Amy Darragh (she/hers): The motion to approve the Secretary's report has been moved and seconded the voting members of the Senate should now vote on the Carmen homepage.

Ben Givens: Okay, the reports have been approved.

Amy Darragh (she/hers): Alright, the report is approved.

Amy Darragh (she/hers): Great.

Amy Darragh (she/hers): Alright, today we will hear the second in a series of talks to be presented in Senate this year on the topic of anti racism naoshima McCarthy Brown, Assistant Professor in the Department of dance. We'll talk about inclusion practices and culture today. Nyah,

Amy Darragh (she/hers): Hello everybody.

Nya McCarthy-Brown: How you doing, I'm going to share my screen. Oh there's visible people moving in the screens. I love it. Sometimes on your zoom. It's like it's

Nya McCarthy-Brown: Lively good bunch of people. I want to thank my colleague Valerie Williams for suggesting my name and allowing me to share some of my research with you today on anti racism practices.

Nya McCarthy-Brown: I'm gonna get into

Center moves. I can feel things

Nya McCarthy-Brown: Okay, I wanted to kind of situate my conversation today around inclusive practices within anti racism and and what I would say is that anti racism is like

Nya McCarthy-Brown: A tree with lots of different approaches and ways of working through this thing right and so inclusion and

Nya McCarthy-Brown: Culturally relevant teaching methods which is some of the things that I'll be focused on today are just some of the branches that you can approach.

Nya McCarthy-Brown: Once you do this or if you choose to move forward in these approaches, it doesn't make you an anti racist. It's one tool. It's one branch. It's one piece of the puzzle, because it's a very big tree with lots of roots. Right. So just wanted to kind of situate the work a little bit

Nya McCarthy-Brown: First, I like to talk a little bit about diversity and inclusion, because all of these different monikers get mixed up.

Nya McCarthy-Brown: Diluted conflated explain expand it and put together, but they really are different and they have different ways of operating

Nya McCarthy-Brown: And one of the things that's really important about inclusion and culturally relevant teaching. And when you want to expand the diversity on your campus.

Nya McCarthy-Brown: It can't just be about numbers and the diversity in terms of demographics and that diversity approach tends to lead towards a lot of tokenism.

Nya McCarthy-Brown: And no structural change and advancement in terms of progressive ideas and thinking around inclusion. It's kind of like inviting an elephant to a giraffe house and expecting the elephant, to be able to maneuver and navigate in that dress house.

Nya McCarthy-Brown: Without taking into account that it was not made for an elephant right there has to be some structural change and inclusion is really talking about

Nya McCarthy-Brown: How to make those changes how to make curriculum relevant to all the people who are invited in to the space.

Nya McCarthy-Brown: Not just diversifying who's in this space but diversifying the way we approached the space. The way we teach with the materials and all of those things. So when we think about diversity and inclusion, are we talking about structure.

Nya McCarthy-Brown: Pedagogy our content, who's in leadership or demographics and without really thinking through those things your outcomes will be indicative of the lack of target or the target. Right. So the target and kind of your focus in on what you're doing is really important here.

Nya McCarthy-Brown: And the first thing we want to do is start with ourselves. That's where I like to start all of these initiatives missions, whatever. Start with yourself. Who are you,

Nya McCarthy-Brown: And I'm going to ask you to draw a couple of notes down if you can, or you can do it in your mind, if you're really organized and talented, but who are you

Nya McCarthy-Brown: Who is your department. What's the identity of your department was it look like who's their race, class, gender, ethnicity, nationality, gender, sexual orientation, age able bodied

Nya McCarthy-Brown: Is this about who we want to be or who's actually in the room in the space, who's there. Right. And so I'm asking you to consider who you are. And also, who's in your unit.

Nya McCarthy-Brown: Two different things.

Nya McCarthy-Brown: Who do you relate to

Nya McCarthy-Brown: If you think about the five people you talk to most

Nya McCarthy-Brown: Friends, family relatives colleagues who are the people who are in your ear. Who do you relate to. Who do you connect with

Nya McCarthy-Brown: Who's in your life when I'm talking to my students, I say, pull up your Instagram, who are you following that's not famous right that's not famous

Nya McCarthy-Brown: How do you relate to content and material.

Nya McCarthy-Brown: What are the pathways that bring you closer to material when you see yourself in material when you see other people's material. What are those linkages.

Nya McCarthy-Brown: What are those in a group messages. So one of the things I want to kind of bring you into

Nya McCarthy-Brown: Awareness is. There's a book called racially equitable teaching by Mary Eric and she talks about in group messaging in group messaging is the messages you get from people who look like you particularly race and gender.

Nya McCarthy-Brown: She asked

Nya McCarthy-Brown: Volume volunteer teachers, the teachers volunteered themselves. They all had a social justice belief.

Nya McCarthy-Brown: And she asked them to submit their print materials their magazines, their books, their content.

Nya McCarthy-Brown: And these were people who were deliberately focused on social justice teachers elementary school teachers and she found that 70% of the print materials referred to white men.

Nya McCarthy-Brown: A little over 25% referred to white women black people were referred to 16% of the time, less than that for Latinos and non English native speakers were referred to less than 2% of the time.

Nya McCarthy-Brown: Now we can say that this is elementary school and probably are higher red circles wouldn't be wouldn't like so much diversity. Right. But what we find is when we look at Silla by a lot of times they do not have a broad reference and scale of diversity.

Nya McCarthy-Brown: So when I'm thinking about culturally relevant teaching practices for dance because I'm a dance teacher

Nya McCarthy-Brown: I think about things like if I'm trying to teach about patterns or quad drills or dances from a certain time period. And I was in a community that

Nya McCarthy-Brown: Was Hispanic, I would bring forward Kingston yetis and talk about something that related to them.

Nya McCarthy-Brown: Or if I'm talking about rites of passage to a community of Latinos, I might bring forward Kingston yet as as a rights of passage in their life when they turn 15 they have this

Nya McCarthy-Brown: Oftentimes a party or a big celebration. And a lot of times the ways in which they dance our information and ordering can show certain patterns.

Nya McCarthy-Brown: That I can then say take that information and relate it to my the content that I'm teaching right here. Right. So when I'm trying to teach concepts to my son who's a third grader fortnight becomes the example that I want to pull from all the time for different types of

Nya McCarthy-Brown: Costumes, or where, or movements, because he's familiar with that he's going to get excited. He's like, I know what you're talking about. I'm coming in with you.

Nya McCarthy-Brown: Right. So what kinds of examples, can we draw upon to allow our students in this space and also point to our students culture and say, I see you

Nya McCarthy-Brown: I know you. I understand you. This connects to you. It's very hard to do that if we ourselves don't relate to that culture or we ourselves don't know about that culture.

Nya McCarthy-Brown: I think about all of the times that I've invited students to a dance performance. I want to expand their world. I'm going to give them tickets to the Nutcracker tickets to

Nya McCarthy-Brown: The Ballet Company, but when I coming into their community to see the dances that they value.

Nya McCarthy-Brown: If I can't show them that I value, who they are and the community. They come from. It's very hard for me to get them to value what I have to say. And so student learning goes up when we connect to students and we show them that their culture matters in addition

Nya McCarthy-Brown: I did research on almost 200 graduating students from different dance departments across the country from departments that said they valued cultural diversity.

Nya McCarthy-Brown: I asked those seniors to identify three artists of color.

Nya McCarthy-Brown: 120 students skip the question.

Nya McCarthy-Brown: We had 20 students answering that survey that were people of color out of the people of color, one student skip that question.

Nya McCarthy-Brown: The students of color all had something to say about other artists of color.

Nya McCarthy-Brown: And so we found that when departments were looking for resources around culturally relevant work and more diversity. They can look in their classrooms and it wouldn't be that expensive.

Nya McCarthy-Brown: The answers are right in the room with you. It's when we position, those people. Those students those faculty members those staff people as experts as valuable has holding information that we can use. And that's when we create a space.

Nya McCarthy-Brown: It's a lot more egalitarian that holds the views of equality and equity.

Nya McCarthy-Brown: So this is a time always the time. It's always the time to look at curriculum and course content.

Nya McCarthy-Brown: Here's some of the things that we could be looking for in course content.

Nya McCarthy-Brown: All right, does your course content do the following does it present history from the perspective of multiple groups of people inclusive and the general formatting of the text.

Nya McCarthy-Brown: The text does not feature isolate stories of marginalized groups, but rather centers, their stories as part of a general encompassing narrative.

Nya McCarthy-Brown: right not to isolate out to the side, the Native Americans, but to integrate them into our society. They're part of the community, their experiences are impacting and touching us their culture contributes to our wellness in our lives.

Nya McCarthy-Brown: Reflect the historical perspectives and lenses of multiple diverse groups of people through acknowledging the narratives and counter narratives of diverse groups of people. Does the content. Avoid using language that suggests groups of people were less were. Excuse me.

Nya McCarthy-Brown: Were less civilized than European Americans, does the course content. Avoid using language that suggests that specific groups need help, or saving

Nya McCarthy-Brown: When we came along, we granted them these privileges we granted rights we offered this, how are the different players positioned in terms of power holding

Nya McCarthy-Brown: And if those are the types of content that you have, because that's accessible to you, are you teaching students to look at that content with a critical eye through critical pedagogy practices. So they're examining relationships of power in these spaces.

Nya McCarthy-Brown: All of this work anti racism, we do a session here. We do a session there and we focus on it this way, we focus on that way. And oftentimes, these are isolated conversations and not a through line that happens every day.

Nya McCarthy-Brown: But this work is not about checking off a box and we put our 20 minutes in, or our in here. It really is an ongoing

Nya McCarthy-Brown: Work struggle. Things are changing constantly language is different in different regions, it's it requires ongoing work all the time to stay fresh, just like we would with our research practices. It's very much similar in that way.

Nya McCarthy-Brown: I know that OSU has a lot of resources and I want to direct you to the office of diversity, equity, and inclusion.

Nya McCarthy-Brown: There's a link there. But I'm sure you will know how to get to it.

Nya McCarthy-Brown: Also, the current Institute for the Study of Race and Ethnicity, there's my typo right there. Excuse me, study the d

Nya McCarthy-Brown: I recently went through this training session and the implicit bias modules. I thought were really helpful in an opportunity for me as well as my students to process information and continue an ongoing dialogue.

Nya McCarthy-Brown: So my question is, what are you doing, what are you doing with the people you have access to

Nya McCarthy-Brown: So I'm, I'm a professor. I have access to this semester one class next semester to press says, so I'm thinking about what I can do with my classes because that's my realm of influence.

Nya McCarthy-Brown: What's your realm of influence. And what are you doing with that. What's your plan.

Nya McCarthy-Brown: What are you going to do in you because you I can tell that everybody here knows that anti racism training and diversity, equity inclusion are important things. So then what

Nya McCarthy-Brown: If we know these are important things, then what it becomes a, what do we do, and and for me, a lot of times

Nya McCarthy-Brown: The issue is, well, how do I do that, I get the theory, but where's the practice. And so I'm here to offer strategies or ideas or or anything that people might need in terms of support around the doing but it's it's kind of about where's the plan. Now, you know,

Nya McCarthy-Brown: People asked me to come talk to them all the time, particularly, it's been heightened since the George a murder. But I have to say. A lot of the times.

Nya McCarthy-Brown: The conversations are not much different than they were 1020 3040 years ago multicultural as multicultural education started off.

Nya McCarthy-Brown: And grew really in the 1970s. And when I look at literature in my field around the conversation. It hasn't changed.

Nya McCarthy-Brown: They talk about privileging European dance forms in the 70s, 80s, 90s 2000 and now 2020 so it's not really about the knowing because I believe everybody here knows, but it's about what are we doing, what's the plan. So I hope I've inspired some ideas and thinking around it.

Nya McCarthy-Brown: I don't know if anyone has any questions or if we have any time right

Amy Darragh (she/hers): We do have some time and as usual. Susan Cole will facilitate the chat and deliver questions and moderate for us. Are there questions or comments for NYAH

Susan Cole: As usual, you can either raise your blue hand in the participants window or chat me privately and then I'll

Susan Cole: Call on you and you can unmute

Nya McCarthy-Brown: Still like my class when I'm in this everybody's quiet.

Susan Cole: You have a question from and Rick open. Hello. Okay.

Enrico Bonello: Hi, thanks for the great presentation. I was just wondering. I'm a scientist. I was just wondering if you see a dichotomy between the humanities and science.

Enrico Bonello: In the realm of of diversity and inclusion.

Enrico Bonello: It seems to me that culturally

Enrico Bonello: This is much more important in the humanities that I'd like to hear your thoughts about that.

Nya McCarthy-Brown: I'm glad you asked that. And I've definitely evolved on my thinking about that and it's not the same. And my comparisons, very different. But I will say to you when I started my work on diversifying dance curriculum.

Nya McCarthy-Brown: I would approach different teachers have different types of dance and when I would come to ballet, they would say,

Nya McCarthy-Brown: Not this class. We're just the technique. They learn the technique. And that's it. And there's no need to diversify the teaching methods or the contents, because it is what it is. The point of the foot is pointed or it's not.

Nya McCarthy-Brown: And what I've learned over time is that there's tons of ways to diversify belly to curriculum. Many. Many. I've actually written a chapter and I'm reading writing another book on it.

Nya McCarthy-Brown: The ways in which I would imagine to approach it would be to talk get into circles of people who are diversifying science curriculum and materials.

Nya McCarthy-Brown: And I think you'll find a lot is going on but but one of the things that happens in ballet is who's doing the dance, who gets to dance, whose voices are centered whose work is centered and why

Nya McCarthy-Brown: Who is not at the table and why. Right. And where are the tables in which people of color are bringing forth a lot of science innovations that people are not shining the light on because of inequity possibly

Nya McCarthy-Brown: So I'm definitely I would make sure that my students know that there are

Nya McCarthy-Brown: Whatever marginalized groups. There are in science. I would shine light on those people who are doing the thing and make sure that my students leave class knowing

Nya McCarthy-Brown: And it isn't so much it is for the marginalized students. That's true, but it's really for students who are not marginalized, they have to know that they're not the only ones that own this thing.

Nya McCarthy-Brown: So it's so important for them to see everybody having access and you pointing your attention to other people who aren't typically seen

Susan Cole: Next question comes from Jared Gardner.

Susan Cole: Muted

Jared Gardner: You know setting problem. I just thank you for that presentation, I have a quick question. One of the things I've been struggling with since we've moved

Jared Gardner: Our bigger classes to zoom is finding ways to get a better sense of, of kind of cultural expertise and backgrounds that my students are bringing up class.

Jared Gardner: Not making assumptions based on a one by one image on my zoom screen and then really large classes. I don't even necessarily have that often unreliable visual

Jared Gardner: Evidence. I wonder if you just had any suggestions that obviously a lot of your dance classes are smaller, but you in larger classes.

Jared Gardner: How to get input, because in the past so much of that would be the conversations, we'd have before and after class in the hallways would allow me to flesh, some of that out and bring forth their expertise. I did harder this year because of this format.

Nya McCarthy-Brown: Um, I like a Google form a Google survey form and sometimes it's like three questions for questions.

Nya McCarthy-Brown: And they might not say, What's your cultural background. They might say, like, what are you listening to, who are you thinking about what did you do this weekend. What kinds of things would excite you, or you know,

Nya McCarthy-Brown: And you might also say like, I'm going to share with you what I know today about that. I did so for me, it might be brought not Tim, I am not an expert.

Nya McCarthy-Brown: But the little that I know I want you to know, and I want to share with you and if there is somebody in this room that has something that they can offer to the conversation, please share it.

Nya McCarthy-Brown: And understand that there's more information out there position yourself as not the expert. But as somebody who's opening space up for others to share and you're willing to share what you do have

Jared Gardner: I love the idea of a forum. Thank you. That's great. Thank you.

Amy Darragh (she/hers): you're muted, Susan.

Susan Cole: I am give me time for maybe two more questions. The next one comes from Kim Lee.

Ken Lee: Thanks for that. Susan and Naya thank you for very cogent presentation and Jerry's question actually.

Ken Lee: It inspires me to change my question, and that is we know that DDI will succeed if we have a campus culture that embraces it

Ken Lee: And I'm just wondering if you have an opinion of whether or not the students and the faculty share this common culture or do we have different cultures, when it comes to di

Nya McCarthy-Brown: I think I'm d i work is very much like maybe our writing skills on campus. Right. There's lots of different levels. And we see lots of students come in with great writing skills and we see

Nya McCarthy-Brown: Students coming with terrible writing skills. And so I think it runs the gamut across the board. And I think one of the challenges is, it's very uncomfortable to have

Nya McCarthy-Brown: Low skills in that area and people don't want to talk about it and they don't want to be exposed. And so that kind of leads to a retreat and not that space to get more skills so

Nya McCarthy-Brown: It's definitely something that's that's valuable. We know that students who graduate from diverse institutions, start at a higher ranking salary.

Nya McCarthy-Brown: So this is something that's actually financially beneficial to students and universities nationally and internationally. But I would, I would say it's

Nya McCarthy-Brown: Not a streamline everybody comes in with a certain set of information. And I think that we all have blind spots right. We all have blind spots. And I think that we have to work together as a community, to your point to see them.

Susan Cole: Thank you. And a question from California ankle.

Gala Korniyenko: Hello. I have a question about another marginalized group students and professors with disabilities because this is protected class by HIPAA and also there is fear to be stigmatized especially if it's mental health issues.

Gala Korniyenko: How will you make disability.

Gala Korniyenko: As an inclusive topic when you are like working on your curriculum. I know that you have disclaimer in each curriculum.

Gala Korniyenko: Talking about accommodation. But sometimes, some of my students

Gala Korniyenko: Would not disclose that and I cannot help them and be effective teacher

Gala Korniyenko: And I cannot tell them to disclose that disability or they need a special accommodation. But then in the class, I might be unintentionally discriminating them if I, for example, don't allow extension of Simon did line or stuff like that. What is your approach on that. Thank you.

Nya McCarthy-Brown: Yes, thank you for your question. I think

Nya McCarthy-Brown: Transparency is the best way to approach that I would just be really honest with students and say that you care about students with disabilities and that if they have them and they want to disclose them or not you're open and you're welcoming to them. Let them know where you stand.

Nya McCarthy-Brown: Also centering the, the stories of people who are disabled or differently abled I know for me. There's a chapter in my book about creating a repertory peace with a dance member who is differently abled and

Nya McCarthy-Brown: Putting shine a light on that voice and experience. It's not only about bringing attention.

Nya McCarthy-Brown: To that story. But if somebody does have a disability, knowing that you are somebody who's open and valuing that background makes you a more open and a person that they see responsive right so

Nya McCarthy-Brown: For example, I did the safe zone training safe space training different places, call it different things, but for LGBT Q

Nya McCarthy-Brown: Plus community members when you have that sticker in your window. Some people think it's not a big deal. But if you're a student looking for the sticker. It's a really big deal. So when you make those comments or maybe you you're saying like

Nya McCarthy-Brown: You know, please, please feel free to share your preferred preferred pronoun. And for me, I asked them to write it to me.

Nya McCarthy-Brown: As opposed to having to proclaim it publicly in case some people are uncomfortable with it. Some people aren't going to share with you.

Nya McCarthy-Brown: That information. But when they know that you're open to it. It changes the way they see you and it also model something for the other students in the room.

Nya McCarthy-Brown: So it's not always about you and that students sometimes it's about the wider dialogue that's happening. But definitely, I look for ways and times to center the bodies of differently abled people and I try not to only focus and give praise to one type of body and one type of student

Gala Korniyenko: Thank you.

Susan Cole: And our last question comes from Pablo men on material.

Pablo Manon Mateos: Thank you for speaking with us. My question is what can students do in situations when the professor might be

Pablo Manon Mateos: Reluctant to adopt anti racist curriculum on content. Specifically, I've had an experience in a business class where the professor was educating us on marketing strategies for different

Pablo Manon Mateos: races and ethnicities and that content itself felt bordering on stereotype and racial insensitivity not did not know how to talk with the professor about that.

Nya McCarthy-Brown: I mean, I think there's not a one size fits all. Because I think different responses different professors respond differently that that kind of

Nya McCarthy-Brown: Interaction or experience. I would imagine that that professor was thinking that they were being very progressive and reaching out and trying to center this

Nya McCarthy-Brown: You know thing. And maybe they haven't like you know worked out all the kinks and

Nya McCarthy-Brown: And they don't know everything, but it really depends on the chemistry of that Professor

Nya McCarthy-Brown: And it also depends on kind of how much student wants to put their neck out there and kind of do I want to come, you know, anonymously or not anonymous. There's a lot of variables that it really to me. It depends on the situation. But what I would say is

Nya McCarthy-Brown: Ultimately, I think it's really good information to share with the professor and sometimes you can slip a note to them anonymously after the course or during the course or seek out support in the ODI office.

Pablo Manon Mateos: Thank you.

Amy Darragh (she/hers): All right, I want to say thank you so much Naya for coming today. That was really wonderful. Thank you for sharing all of that information. It was really valuable and we appreciate your time and effort and energy and and wisdom.

Amy Darragh (she/hers): Thank you.

Amy Darragh (she/hers): Bye.

Amy Darragh (she/hers): Alright, moving on. Next on the agenda, our proposals from the Council on academic affairs Kevin Evans, chair of ca will present, Kevin. I know you're here. There you are.

Kevin Evans- he, him, his: I'm here. Amy Thank you so

Kevin Evans- he, him, his: I thank you for your time, everyone. I'm here today to bring forward two proposals about centers and Sunday present each one separately.

Kevin Evans- he, him, his: The first one I had presented and a couple other spaces, but this is the presentation about the Indian Institute of Technology Bombay.

Kevin Evans- he, him, his: With OSU frontier Science and Engineering Research Center. And just to be a little more concise. We're just going to call it the frontier center.

Kevin Evans- he, him, his: It's a formalized group that's been about five years of collaboration. This is very unique because of its global nature between IIT Bombay.

Kevin Evans- he, him, his: Of materials and research here at OSU this collaboration sort of came about through the discovery themes for materials and manufacturers manufacturing sustainability.

Kevin Evans- he, him, his: This became more formal sort of partnership around April of 2019

Kevin Evans- he, him, his: It has a mission and that mission is to create global a global community of researchers students and industry to build on the strengths of the universities specific to materials devices components.

Kevin Evans- he, him, his: And systems to advance the creation and translation of knowledge and also to educate students for our global economy to improve the well being of this world.

Kevin Evans- he, him, his: So around this mission. There are three areas of or themes that are specific to the center. And those are research, teaching and outreach.

Kevin Evans- he, him, his: And the faculty most institutions are sort of centered by by the type of research and the education they provide in these specific areas.

Kevin Evans- he, him, his: So there's that administration, there are co directors for the center from both institutions and there's an oversight committee.

Kevin Evans- he, him, his: That is composed of the vice president of research, the Dean of Engineering and the director of I. Mr. Um, there's also a by institutional oversight committee.

Kevin Evans- he, him, his: And this or these operations will exist for now within the Oh shoot, I Mr as the spread to center grows and hopefully will become more separate and independent

Kevin Evans- he, him, his: It does have a budget and there's about 290 2000 per year split across the Office of Research little more in the first year and then we're reducing it as it goes along.

Kevin Evans- he, him, his: And also the College of Engineering and I, Mr are part of this fiscal budget, it's mostly designed to support the scholarly exchange research travel and the small amount for the CO directors to support them.

Kevin Evans- he, him, his: It's very nice that there's an evaluative criteria to determine the success of this center and that is explicit in the proposal.

Kevin Evans- he, him, his: There's three different criteria. One is the number of collaborative grants publications and diverse research topics. There's also the number of grants that involve government or industry and also their specific

Kevin Evans- he, him, his: Idea of attracting Indian industry and talent to the center. So I appreciate everyone listening to all this, I hope I gave

Kevin Evans- he, him, his: A good synopsis. And I'm also very happy that we also have representatives that can answer questions specific to the center. Dr. Randall Roth and say, or I think on the zoom to if they're specifics Sammy. I'll toss it back to

Amy Darragh (she/hers): You alright thank you this proposal comes from a standing committee of the Senate and therefore does not require emotion or a second. So this is open for discussion and Susan again will moderate for us.

Amy Darragh (she/hers): So you may raise your hand or put a question in the chat.

Susan Cole: Here we have a question from Clayton over

Crichton Ogle: There we go. I took me three tries to unmute

Crichton Ogle: So I could maybe you could say a little bit more about your efforts to

Crichton Ogle: Secure outside funding grant funding for for this institute

Steve's Handphone: At sure I can answer that. This is a rainbow. Can you all hear me.

Crichton Ogle: Yeah yeah

Steve's Handphone: Okay, great. Yeah. So, so it's a great question. Um, we one of the goals of our initial university to university seed grant that

Steve's Handphone: That grants that are occurring is to actually drive toward industry partnership with those teams starting within the first year.

Steve's Handphone: We have mechanism to bring companies into these pairings of seed grants, there were warning. So the idea of the seed grants or we have it a faculty member or more from either both institutions can joining around one topic.

Steve's Handphone: There is a a student support what you're calling your friend to your scholar who were working either institution and then have a

Steve's Handphone: Travel component of both. And then what we'll do at the leadership level. Well, the leaders will be tying these into partner companies engaged in the similar areas of research or technology development. We plan to bring in companies to help

Steve's Handphone: Kind of determine some of the better, more attractive topics for future support. We also are looking at by national programs. We actually won one last year already

Steve's Handphone: Through an organization in the Indian Government to fund a workshop that attracted about 100 people to start to build pairings. We're looking at

Steve's Handphone: The National Science Foundation has programs as the, the Department of Energy with various similar entities in India to

Steve's Handphone: Funnel focus resources toward achieving a globalized pairing of research that benefits both countries and, therefore, both university so right from the beginning, we're very concerned about MOVING THIS TOWARD a sustainable center in the first couple of years.

Crichton Ogle: Maybe just a quick follow up.

Steve's Handphone: Question there.

Crichton Ogle: Steve, I mean when you talk about pairing with industry. I mean what industries in particular and are these industries kind of compatible with, you know, green energy and sustainability Institute initiatives.

Steve's Handphone: Yeah, yeah. In fact that was

Amy Darragh (she/hers): The the the

Steve's Handphone: Whole primary motivation was to work with companies where that is prime directive, both in the way in which they do their business, but also

Steve's Handphone: In the science of technologies that they're trying to develop. So there's a number of very large companies that we are talking to currently like this, both from India from the United States and largely multinational companies. So absolutely. So solar energy sustainability.

Steve's Handphone: Sustainable manufacturing. These are all the kinds of things that are being

Steve's Handphone: primarily focused on in the first few years. Correct.

Susan Cole: Any additional questions from the group.

Amy Darragh (she/hers): Alright, is no. We can we can move to the vote, so please indicate your vote on the Carmen site.

Amy Darragh (she/hers): You should see a a quiz for that.

Ben Givens: The proposal passes.

Amy Darragh (she/hers): All right. Wonderful. Thank you.

Steve's Handphone: Thank you very much. Appreciate your time and thoughts on this.

Amy Darragh (she/hers): That's great. Thank you.

Amy Darragh (she/hers): Alright, we have another proposal to establish the Center for micro biome sciences, Kevin.

Kevin Evans- he, him, his: Yes, thank you, Amy. And thank you all for letting you to bring this one forward. I'm quickly as Amy mentioned, this is another center request. This one is a collaboration.

Kevin Evans- he, him, his: Within the university as opposed to the one we just turn about sports, you know, we've all had become way more acutely aware of the microbiome and microbes living through this pandemic. We are in

Kevin Evans- he, him, his: So, and of course our talented faculty across this university. Many are involved in different forms of research, relative to the microbiome. So

Kevin Evans- he, him, his: This center hopes to bring together all of our talent in one place. So this area really began to emerge. I think we're very fortunate

Kevin Evans- he, him, his: That it came about here at oh issue in 2013 and then in 2017 infectious the infectious disease Institute was opened, and six programmatic areas.

Kevin Evans- he, him, his: With one being the micro microbial communities, the magic program that evolved.

Kevin Evans- he, him, his: And the spring of 2020 ca did give this group a temporary center status to get them started.

Kevin Evans- he, him, his: And the next step of this evolution is of course for the for the university to give it you know center status.

Kevin Evans- he, him, his: It also has a mission and it's to empower the microbiome science for the design and prediction of microbial communities and animals, plants human environmental and Engineered Systems. They also have research, teaching and outreach as part of their

Kevin Evans- he, him, his: thematic areas and this proposal provides an extensive list of goals for the center where they aligned with strategic goals of the Office of Research

Kevin Evans- he, him, his: The faculty are faced on their areas of research and they will become members of the center there are full members who will be faculty or researchers, there's a trainee member

Kevin Evans- he, him, his: Also staff can become members and they'll also offer that to external folks but they wouldn't be eligible for funding.

Kevin Evans- he, him, his: The administration for the center report to the Office of Research. It's a direct report to the senior associate associate VP for Research

Kevin Evans- he, him, his: The structure is to have a director and Executive Director Associate Director and executive advisory committee a business manager and a program coordinator

Kevin Evans- he, him, his: The executive advisory advisory committee will be selected to provide broad representation reflective of all the collaborations that already exist.

Kevin Evans- he, him, his: There is a budget and it's developed with the senior associate VP for Research and there's an overall targeted budget of \$1 million over two years that's secured by

Kevin Evans- he, him, his: Different groups paint a membership fee. They've secured 200,000 from the Office of Research and another hundred thousand from the College of Arts and Sciences

Kevin Evans- he, him, his: The goal is to enroll more members so that they will be kicking in fees and they've targeted colleges naturally like med engineering and FA ETS specifically

Kevin Evans- he, him, his: Infectious Disease Institute will be providing administrative staff support to help get the center up and running.

Kevin Evans- he, him, his: And there'll be utilizing core facilities that we already have and repurpose in conference spaces to minimize some of the upfront costs.

Kevin Evans- he, him, his: They do have funding plans, similar to the others that you've heard, and they'll be approaching and I, ah, NSF you the USDA do D and a host of others to sort of

Kevin Evans- he, him, his: underwrite a lot of budgeting that they need. They also have benchmarks marked evaluative criteria for their success and there's 10 points.

Kevin Evans- he, him, his: The first just increased funding from the members so also looking to increase collaborative grant applications, they'll increase publications

Kevin Evans- he, him, his: They'll look new external collaboration to help to see honors and awards increase. They want to also see jobs publication and presentations for their students.

Kevin Evans- he, him, his: They'll be looking for external partnerships certainly fostering diversity and inclusion, they'll be developing new courses workshops and seminars.

Kevin Evans- he, him, his: And then lastly we'll be providing micro biome resources to our own university. So we really support this center and of course it has been approved by ca are bringing it forward to all of you.

Amy Darragh (she/hers): All right. Again, this does not require a motion or a second. So the resolution or the proposal is open for discussion.

Kevin Evans- he, him, his: Maybe

Susan Cole: You have a question from so

Kevin Evans- he, him, his: Sorry, just want to say Dr. Sullivan faith and hail, I think, are here to

Amy Darragh (she/hers): Thank you, Kevin.

Susan Cole: Our first question comes from Kenley

Ken Lee: Hey, Kevin. Thanks for that. And could you just expound or expand a little bit on what you meant by external folks are eligible for funding, who are the external folks.

Ken Lee: Were referring to

Kevin Evans- he, him, his: I think we'd have to ask Dr. Sullivan to answer that.

Matthew Sullivan: Yeah, the, the, the question is related to external faculty who might be interested in collaborating with the center, we're intending to have all funding related to the center before OSU related faculty

Susan Cole: Question from Creighton Ogle

Ken Lee: Yeah, I'm just so just so I'm clear, the faculty member from another university would have to collaborate with someone at Ohio State in order to take advantage of this is that what you're saying.

Matthew Sullivan: Well, we actually have an established a seed funding program yet. But the idea would be down the road that should we have seed funding that would be for us to faculty, so it'd be to enable and empower and it was your faculty member, yes.

Ken Lee: Okay so external folks are external faculty are not invited to apply for funding.

Matthew Sullivan: No, I mean, this is, this is really meant to be an empowering capability for issue.

Susan Cole: Okay, so

Crichton Ogle: Yeah, maybe. Two questions. First of all, Susan. I didn't see any document in any box or anything for this.

Crichton Ogle: For this center.

Crichton Ogle: Did you circulate a document.

Susan Cole: I believe, Megan circulated in it should be posted on this kind of website as well.

Crichton Ogle: Okay.

Harold Fisk: I didn't know the document for the center was below the email to keep scrolling down what looks like a one page document.

has all been

Susan Cole: Arrested there.

Crichton Ogle: Okay, so then, then the second question is, I mean, you indicated, you have a 1 million budget, but it sounds to me you've only filled up. You've only accounted for 300,000 i mean you. It sounds like you have a \$700,000 gap annual gap in what I've heard so far.

Matthew Sullivan: Right. I think that's an appropriately put forward. So when we initially launched this center the Senior Vice President for Research suggested we should try to target a million dollar two year budget.

Matthew Sullivan: We, that was the month before coven hit. We have of course reconsidered. Our budget possibilities and we currently have a budget built out for what we have in hand.

Matthew Sullivan: In effect, we are now basically going to each college who's got membership and potential interest in the microbiome center.

Matthew Sullivan: And we tailor the kinds of incentives and reasons they might want to contribute to each college and we're two for two so far.

Matthew Sullivan: In addition to the existing support from College of Arts and Sciences. We've also now got support from College of Engineering

Matthew Sullivan: I might also quickly just put in. We through the temporary status. We were granted put in for a fast track to NSF LG integration Institute and we're giving them a \$12.5 million award.

Matthew Sullivan: You now have emerged by LG integration is to this is a differentiator was the center microbiome science and this is the kind of thing I can see very broadly on campus.

Crichton Ogle: Okay, so there's no built in deficit for this going forward.

Matthew Sullivan: No, we're looking at the highest impact things we can do on the budget, we have and we can grow as the budget allows okay it's like

Susan Cole: Any additional question and

Ken Lee: I'm sorry I didn't click on my hand, Susan. But one reason we're having this special faculty meeting is there is a sense of urgency associated with this particular center.

Ken Lee: What it, what deadline, are we facing or is it the already funded major external funding that was achieved because of of its scheduling.

Matthew Sullivan: Right, there's, there's a number of deadlines. So the Air Force is interested in working with us to set up a microbiome project that would fund probably two students

Matthew Sullivan: Were interested when talking with Procter and Gamble. They both have timelines, which they want to be pretty quick. You can imagine the microbiome being pretty important right now.

Matthew Sullivan: The stop covert program the gene Olsen's run the running, we're actually looking to try to work with him to develop a supplemental

Matthew Sullivan: And then as I go to the Dean's I'll be very honest. One of the important first questions that a dean asks makes it very easy to delay funding is part of your center. And I think one of those strong points of confidence would be been able to reply well

Ken Lee: Thank you for that.

Amy Darragh (she/hers): Are there any other questions.

Amy Darragh (she/hers): Alright, please. Uh, let's let's move to voting. So if you could indicate your vote on Carmen.

Ben Givens: Proposal passes.

Amy Darragh (she/hers): Wonderful. Thank you, Kevin and Matt and everyone for coming. I appreciate it. And we will move on.

Amy Darragh (she/hers): Is there any old business.

Amy Darragh (she/hers): Any new business.

Amy Darragh (she/hers): Any announcements.

Amy Darragh (she/hers): All right. This concludes the business of the University Senate. Then the next regular senate meeting will take place on Thursday, January 28 the meeting is adjourned.

Amy Darragh (she/hers): Bye everybody.