

johnson.9117: Leave that it's time to to bring the meeting to order.

Ben Givens: Like, let me, let me just add that, a quorum is in is in attendance.

johnson.9117: Excellent then thank you Dr givens. Yes.

johnson.9117: Wonderful, thank you very much. So, um,

johnson.9117: And I understand that the notice has been duly given for the meeting and that we do have a corn so great. Thank you very much.

johnson.9117: So first I have just a few brief remarks, we've got a pretty full agenda so I will keep them short.

johnson.9117: But first of all, I'd like to thank Dr givens, and all the members of the University Senate for your leadership and service and

johnson.9117: I'm really excited about the fact that this is a University Senate so involves faculty, students and staff, which is pretty interesting.

johnson.9117: So someone sent me an email yesterday saying that Happy anniversary only. And I thought, Oh, my goodness. Maybe I've forgotten. I have an anniversary coming up. But no, she actually said tomorrow, which was, of course, today.

johnson.9117: Is the anniversary of the very first day of class at the university in 1873 its Founders Day. And on that day 24 students attended classes at Ohio agricultural and mechanical College in one

johnson.9117: And parent in parentheses unfinished academic building University Hall. So it's pretty incredible to think how far that it's come

johnson.9117: And I'm just grateful to be here and to work with you all to continue to advance our land grant mission.

johnson.9117: During my interview I will share that probably one of the most poignant moments was walking around the oval in being over at Mirror Lake and looking up.

johnson.9117: At the oval and recognizing the vision of what our founders must have had to have this huge oval with all these acres and just one little building, but the vision that the Ohio State University would grow.

johnson.9117: The second thing is I looked around at the trees. And I wondered if any of those trees were there. And my grandmother and my grandfather met and maybe they met under one of them. So it was a pretty emotional visit

johnson.9117: And, you know, all I can say is I'm thrilled to be here and

johnson.9117: Thank you, the Senate, of course, is a terrific reflection on shared governance and it's something that I believe very strongly in so I couldn't be more happy to be here at a university that has extended it, as I said earlier, to our staff and our students. I just want to say

johnson.9117: Two quick comments and then we'll move to our full agenda. One is that I've been asked. So what is your vision. What are you thinking about. And the first thing I want to say is that

johnson.9117: I really believe, not only in shared governance, but also developing a shared vision. So I'm trying to get out and meet as many people

johnson.9117: Faculty, students and staff as I can. I'm planning to visit each college once a week, so I

can do an in depth visit, although I'm realizing that

johnson.9117: Will take weeks and weeks to do in depth visits with all the richness of the education teaching and service that's going on. So I just came from the

johnson.9117: College of Engineering and I thought I should check in with my boss and the dean, since that's where part of my faculty position will be

johnson.9117: The second thing is, what are your priorities for the year and really spoken with the board and we've developed for five priorities, but I'd like to expand them and get your input on them. The first one is, is managing and leading the university through the coven pandemic.

johnson.9117: And keep our community safe and healthy and now continue to be a very strong focus for me going forward. Many of you may not know, but every morning at 745

johnson.9117: The President's Cabinet meets to just monitor how the implementation of the transition Task Force work that created the plan to return to on campus activities is proceeding, and in particular.

johnson.9117: Part of the plan. We had to be pretty agile on when we expand in certain aspects of it all the pieces were in place. We have been changing the pieces and understand that that transition task force.

johnson.9117: Was fully representative of faculty, students and staff, but I felt with the increase in the number of infections that we saw in key states in July, particularly after July 4 and the subsequent number of tracers in my experience of knowing how quickly.

johnson.9117: Health Departments in counties can get overwhelmed. We set in place the expansion of the testing so that we're now testing three groups.

johnson.9117: Testing on campus. Students are in week testing off campus students living in congress high density congregate housing as well as students who come on campus for their instruction.

johnson.9117: Which is about another 8000 students and then students graduate students and faculty staff who wish to be tested. So these are three groups that we've been focusing on

johnson.9117: Just give you some numbers. Today we have about 64,000 tests that have been completed. The last 24 hours for on campus positivity rate is down to 1.5% and that's down from peaking at a high of 5.87%

johnson.9117: Which was a really

johnson.9117: Difficult day to look at those results. I want to let you know that we're analyzing them.

johnson.9117: Daily and we're also participating with the state and the city on scientists and leaders to make sure that we are analyzing the data and moving forward to keep everybody safe.

johnson.9117: And other priority is that we do the work necessary to create an anti racist University and institution.

johnson.9117: And to that end. I've been meeting weekly with the leaders of our Task Force on racism and racial inequities than that of course is Dean Tom Gregoire, and also, Dr. James Moore.

johnson.9117: That task force meet on Fridays. I actually also had a meeting today with Dr. Moore, so it's it's important that we ensure that our faculty, students and staff can learn in an environment teaching environment. New research and environment that is free.

johnson.9117: From intimidation and discrimination.

johnson.9117: So continue to roll out plans and ideas that that are coming out only from the task force. But from our faculty, students and staff.

johnson.9117: The third priority is to build relationships and to meet as many of the Buckeye nation as I can, both internally and externally.

johnson.9117: A fourth is to build partnerships and to build on. We have hundreds of partnerships, some very large signature partnerships, but that's across the whole scholarship

johnson.9117: And research enterprise. And so those are four of our in the fifth priority is to become a student of time and change the strategic plan.

johnson.9117: And to look at ways that we can cut across with initiatives, the five pillars and build and integrate those

johnson.9117: Goals to objectives and to two measures that we can all hold herself to be accountable. So let me just conclude by saying I'm truly thrilled to be part of this community. Thank you all, you've been very welcoming and I look forward to working with you as a true partner going forward.

johnson.9117: So our next

johnson.9117: Item is approval and the sector's report and

johnson.9117: I think there's actually approval in the SEC tears reports 380-321-3233 and they include not only the April 18 meeting for the special meetings that but the special meetings that

johnson.9117: Occurred during the summer reports were available in the meeting materials and this approval requires a motion and a second.

Move.

johnson.9117: Thank you can

johnson.9117: Do on a second.

Second,

johnson.9117: Thank you. Maddie.

johnson.9117: Discussion.

johnson.9117: Comments errors corrections.

johnson.9117: Hearing none.

johnson.9117: All those in favor,

johnson.9117: Good. Oh, I don't call, sorry.

johnson.9117: I told you, I'm getting used to this. So it's a good

Ben Givens: Habit. We have a

Ben Givens: Quiz on the Carmen sites I think it'd be best if center voting senators log into their the Carmen site and vote for approval of the Secretary's reports.

Ben Givens: And this is a process. We're going to be repeating later in the meeting. So it's good to everybody have ready access to the to those quizzes.

johnson.9117: Yes, we should vote on Carmen. There was a question to everybody. Thank you.

For doing that.

johnson.9117: Yes army of one to me the vote has been completed.

Ben Givens: Or Megan.

Ben Givens: Me look yes there's overwhelming support the motion passes for approval of the Secretary's reports.

johnson.9117: Very good. Thank you very much, much the reports are approved and

johnson.9117: That will move in a sec. Second item anti racism imperative series steering committees decided to hold a series of talks incentive this year on the topic of anti racism to start the series.

johnson.9117: Professor Hassan Jeffries social Professor of History will talk about seizing the moment teaching and talking about race and racism today.

johnson.9117: Hassan, and maybe before Hassan starts. I just want to say I really enjoyed being a constituent in and in the state where your brother serves in Congress. So Hakeem is awesome. Anyway, I'll turn it over to you.

Hasan Kwame Jeffries: Well, thank you very much and I'll be I'll be sure to share that with my mother, she

Hasan Kwame Jeffries: Lets you felt

Hasan Kwame Jeffries: Would it be, thank you very much and welcome President Johnson, would it be possible to share my screen. Can I have that it was disabled right now.

johnson.9117: young lion or

Ben Givens: Megan well

Thank you.

Okay.

Hasan Kwame Jeffries: Well thanks very much. And thank you, Ben for sending in the senate as a whole to extend an invitation to share some thoughts and ideas.

Hasan Kwame Jeffries: On this topic of seizing the moment teaching and talking about race and racism today for us as a community here at Ohio State University. We are. And I'll just dive right in and only have about 10 minutes or so I'm going to save a little time to take some questions.

Hasan Kwame Jeffries: It is critically important that we recognize the moment that we are in right now.

Hasan Kwame Jeffries: From late May through the president we have we have witnessed the largest

mass public demonstrations in American history. They have exceeded.

Hasan Kwame Jeffries: By multiple factors we have seen in the past far surpassing any public demonstrations during the civil rights movement and the goal of these demonstrations has been to be

Hasan Kwame Jeffries: The first had been to seek justice for the victims of police violence and extra legal lines. The second goal has been seeking recognition.

Hasan Kwame Jeffries: Of lack humanity, literally, the recognition of the black folk as as as folk, we're worthy of

Hasan Kwame Jeffries: Being treated as for citizens and with full dignity and as human beings, that's, that's part of the beauty of these beautiful murals that have dotted our landscape over this summer.

Hasan Kwame Jeffries: And the third and this applies. I think especially to us in education has been seeking honesty and honest account of the past. This is why

Hasan Kwame Jeffries: murals, and this is why monuments and and memorials to to the past to the Confederacy to white supremacy have been had become targets.

Hasan Kwame Jeffries: For reinterpretation why demands have been made that they be taken down because for so long. We have looked at the past and we have conjured up a vision of it.

Hasan Kwame Jeffries: That simply wasn't true. Now these demands. What we are seeing the moment that we are living is really driven by young people, we know that the vast majority of folks who

Hasan Kwame Jeffries: Protest have been under the age of 35. They are our students. They are our children. They are for many here at Ohio State that their siblings and the light

Hasan Kwame Jeffries: And they have created an opportunity for us to really confront the most difficult aspects of our past and present that we just simply haven't had before.

Hasan Kwame Jeffries: And we they they demand this honest accounting of the past, but equally important. They deserve it and I want to share a few thoughts and ideas about what we can do going forward.

Hasan Kwame Jeffries: First, we have this isn't something about, you know, I talked about hard history, those being aspects of our past that make us uncomfortable about our president

Hasan Kwame Jeffries: And we can talk about that in sort of a macro level and US History in general. But we have to deal with the hard history of our own university.

Hasan Kwame Jeffries: We have to deal with a history of discrimination exclusion of African Americans and people of color from the university, we have to deal with.

Hasan Kwame Jeffries: You know, acknowledging and recognizing that up until you know the mid century point black students couldn't stay on campus.

Hasan Kwame Jeffries: We have to acknowledge that up for the better part of the 21st century from about 2001 to 2015 so there was a steady and consistent decline in black and Roman

Hasan Kwame Jeffries: And so we have you know when we're talking about what this moment is it's not just something that's happening out there on the streets.

Hasan Kwame Jeffries: It is something that we have to deal with as a community, and as a university

as well.

Hasan Kwame Jeffries: But too often we have chosen not to deal with the history, not to deal with the history outside and not to deal with the history inside

Hasan Kwame Jeffries: And what we have chosen instead to do is there's what I call we've engaged in purposeful historical amnesia.

Hasan Kwame Jeffries: We just pretend that the difficult aspects of the past is simply didn't happen or we try to rationalize evil right that that a

Hasan Kwame Jeffries: State. The, the Attorney General of state's attorney, you know, for the state of Ohio.

Hasan Kwame Jeffries: In the 1930s, when he chooses to defend Ohio State and not was Bricker we chooses defend defend Ohio State's position to refuse to allow African Americans to stay on campus.

Hasan Kwame Jeffries: Decision a position that was eventually upheld by the State supreme court. And he was just doing

Hasan Kwame Jeffries: What anybody would be doing at that time that that was, he was just a man of the times of it. You know, like, no, no, no, no, no, no, no.

Hasan Kwame Jeffries: Right, that's not just a man of the time that people the time though they will people literally at the time. You could ask the students

Hasan Kwame Jeffries: Right, the black do is we're trying to stay on campus. Was this something that was right or wrong. So we shouldn't attempt to rationalizes evil actions. And then lastly,

Hasan Kwame Jeffries: We gotta stop just making stuff up, right, like in the larger scheme of things. This is what the whole lost cause confederacy thing is let you just make stuff up.

Hasan Kwame Jeffries: So we can't pretend the past didn't happen. We can't start to rationalize it away and we can't just make stuff up. Instead, we have to confront it head on.

Hasan Kwame Jeffries: And that also means recognizing that we have to stop pretending to be the nation that we actually intended to be

Hasan Kwame Jeffries: Right, like this is the beginning. Yeah, I've had a chance over the last couple years. Unfortunately, I won't be able to do it this year because of the coven 19 prices, but it takes students down to

Hasan Kwame Jeffries: James Madison's plantation and state and James Madison, of course, was the fourth president United States.

Hasan Kwame Jeffries: Father, the Constitution architect of the Bill of Rights, and he was also and in slaver

Hasan Kwame Jeffries: James Madison and slave over 100 people over the course of his lifetime. He never freed a single soul.

Hasan Kwame Jeffries: Not even upon his death. And so I've been taking students down to Ohio State from Ohio State to James Madison's plantation and state because I want them to stand in the library.

Hasan Kwame Jeffries: This is the room and an image of the library which James Madison literally conceived and conceptualize the Bill of Rights.

Hasan Kwame Jeffries: But after we spend some time here, a place where history happens.

Hasan Kwame Jeffries: I take them downstairs to the sellers and I tell them the place that hands on the wall so that they can feel the impressions in the bricks of this cell wall.

Hasan Kwame Jeffries: And you can see in that sort of center break. You'll see some in depth. Some impressions also actually fingerprints.

Hasan Kwame Jeffries: fingerprint of the enslaved people who made the bricks, upon which this building rested, but they're actually not the fingerprints of adults that the fingerprints of children.

Hasan Kwame Jeffries: Because it was the job. It was the duty. It was the task of the enslaved children, the children that Madison and slave to make the bricks for his comfort and convenience.

Hasan Kwame Jeffries: So we talked about, what are we dealing with, um, we're talking about dealing with not just an original sin. We're talking about dealing with the origins of this nation.

Hasan Kwame Jeffries: We have to reconcile the fact that the library in which the Bill of Rights is conceived and conceptualized rest on a foundation of bricks made by the children that James Madison and slave

Hasan Kwame Jeffries: And he wasn't unique in that Monticello. Same thing, Mount Vernon, same thing. So we we're not talking about something that's just appeared. We're talking about dealing with a long legacy of racism intertwined really literally written into the DNA of this of this nation. So what can we do

Hasan Kwame Jeffries: Identify where course of seven principles for teaching and talking about race and race racism. The seven B's

Hasan Kwame Jeffries: And real quick. The first thing is we have to be clear language matters. We can't

Hasan Kwame Jeffries: dance around the issues, right, we get, you know, I get invitations to have to join these conversations that people say, hey, we want you to talk about sort of race and other I don't want my race. I don't know about racism.

Hasan Kwame Jeffries: Like racing the problem racism is the problem or you turn on the news and people say, Oh, somebody made some

Hasan Kwame Jeffries: You know, racially insensitive remarks and I'm like, did you mean racism like it wasn't racist. I mean we have to be clear, you can't deal with the problem unless you're able to identify the problem.

Hasan Kwame Jeffries: We have to be positive when we're talking about race, especially in this nation because we still live

Hasan Kwame Jeffries: With so many negative stereotypes about people of color. So we have to be consciously aware

Hasan Kwame Jeffries: That in our classrooms in our communities in our university community that we are aggressively trying to combat these negative stereotypes, because they are in the backs and sometimes the front minds of our students and ourselves so we have to be consciously aware of that.

Hasan Kwame Jeffries: It's important that we be personal that we share our individual stories and not just stories as people of color.

Hasan Kwame Jeffries: But especially for white folks right because what we're talking about here. When we're talking about race and racism, we're talking about learning

Hasan Kwame Jeffries: We're talking about an evolution. Right. And it's important, especially when we're trying to bring our students along that we share the things that we once believed in that we no longer believe we share

Hasan Kwame Jeffries: The mistakes that we made and how we grew and then we learn together. So we have to model what it is that we want our students.

Hasan Kwame Jeffries: How we want our students to sort of act and walk through the world at the same time, we can't be afraid of our students right we have to be open.

Hasan Kwame Jeffries: To to dialogue and discussion with our students. And in fact, we need to let them guide our conversations guide where it is that we want to go and even guide and inform the policies that we make.

Hasan Kwame Jeffries: We have to start, I'm a civil rights a story, and I'm a big fan of civil rights veteran by name of ELLA. Ella Baker.

Hasan Kwame Jeffries: And her organizing mantra was start with the people are. And I say, we have to start with a students are

Hasan Kwame Jeffries: That means we have to get comfortable with some of the uncomfortable things that they're going to say, but that's okay. That's part of the learning process and we can all learn together, but it's important that we be open to our students.

Hasan Kwame Jeffries: It's critical that we'd be specific, especially when we're talking about racism. Sometimes we are talking about personal manifestations of prejudice.

Hasan Kwame Jeffries: But a lot of times we need to be talking about systemic racism and we have to be clear and what we're talking about. Because if we're not if we just reduce everything to personal prejudice to individual behavior.

Hasan Kwame Jeffries: Then we can actually come up with adequate solutions because if the problem is just the bare and behavior of an individual, then the solution is real simple. Just get rid of that individual.

Hasan Kwame Jeffries: If the problem back in Selma, Alabama was just Jim Clark's racism, then the solution to the problems that black folk are facing and Selma, Alabama was just get rid of the share

Hasan Kwame Jeffries: And even when they did that things in a change. So we have to be specific about what we're talking about the personal and the structural

Hasan Kwame Jeffries: two last points here, we have to be intentional and this is particularly with talking about a curriculum.

Hasan Kwame Jeffries: We have to be intentional terms of scaffolding. Right. That means building up right in our classes, but that also means building across

Hasan Kwame Jeffries: Right, so that these aren't conversations that are just having it what happening in history or Women and Gender Studies or comp studies. This needs to be part of a

Hasan Kwame Jeffries: Concerted effort to have these conversations across our colleges across our classes and across our committees and lastly we have to be proactive. We have to engage community.

Hasan Kwame Jeffries: We're no longer at the point where we can wait for things to happen right we have things are happening right and is now incumbent upon us.

Hasan Kwame Jeffries: To to take those steps and measures to engage community. Now that's community broadly defined

Hasan Kwame Jeffries: That's community on our campuses. If we're teachers, right, we need to not only engage with our students in the classroom, but we need to engage with their communities, their

Hasan Kwame Jeffries: Their students who are outside of the class because they're always bringing that into the classroom as well. And we need to engage with community.

Hasan Kwame Jeffries: Outside of the gates of Ohio State. Now I said there were seven principles and seven B's but I live seven is just a good you know good spiritual number actually have eight principles.

Hasan Kwame Jeffries: And and the eighth one is something I picked up from my daughter and I learned and I picked up from her just just the spring. She's a 10 year old and she's a gymnast, and she's fantastic

Hasan Kwame Jeffries: And at a meet right before the Colbert crisis shut down and watching her do her don't mean, which is the floor with Jean

Hasan Kwame Jeffries: And I noticed right before she did her tumbling past what she really excels that I noticed just this just bit of hesitation, a moment of hesitation.

Hasan Kwame Jeffries: And then she hit it and then she was fantastic. She saw through the air.

Hasan Kwame Jeffries: And then afterward, while we were driving home, I said. I said, you know, Asha. I said, you know, you did great. You get a higher score on that, on that tumbling

Hasan Kwame Jeffries: On the floor routine. I said, but I noticed that you hesitated right before you began

Hasan Kwame Jeffries: And she said, she said, Yeah, dad. She said right before I started that tumbling pass. He said, I knew I was doing really well.

Hasan Kwame Jeffries: But I knew I could do better and that if I wanted to score my highest score that day I had to be bold.

Hasan Kwame Jeffries: I had to be bold and then she said she went for it. And so that's what we need to do. That's the eighth principle. This is the moment where we have to be bold, not only in our thinking, but also in our action.

Hasan Kwame Jeffries: For too long. We've either sat on the sidelines, or we've just moved to cautiously and carefully, but the times dictate that we be bold, not only when talking about race and racism but especially moving from talk to action.

Hasan Kwame Jeffries: So let's, and we can do it. Lord knows we can do it. We can deal with this coronavirus coven idea that we could deal with this.

Hasan Kwame Jeffries: But we do have to be bold in our action. So with that, I will stop and maybe we have a moment or two foot foot for questions and comments and I'll stop sharing. Thank you. Thank

johnson.9117: Thank you. That was fantastic.

johnson.9117: We do have some time for questions.

johnson.9117: I have a lot of a lot of many, many comments coming through on the chatroom. Many thanking you

johnson.9117: Hassan, so Dr Jeffries great presentation. Thank you. Thank you. That was great. Terrific.

johnson.9117: I guess you can see them all to sorry so

Susan Cole: If there are questions. People can open the participants window and raise their blue hand to be called on. But if not, we can continue

Susan Cole: Karen.

Jared Gardner: Uh, yeah, just a kind of quick question as as a historian, what's your feeling about, for example, the kind of ways in which much of this institutional racism history remains etched in our, in our buildings and our geography Bricker Hall, for example.

Jared Gardner: Is this as we kind of reflect on this obviously want everybody to be aware of that history is this also something we should be thinking and talking about in terms of, of how to move forward.

Hasan Kwame Jeffries: Yes, that's a great question and I think it is absolutely something we need to be thinking and talking about moving forward, often when we hear those conversations and discussions.

Hasan Kwame Jeffries: Whether it's about a monument, or the naming of a building, people say, Oh, you're trying to erase history or something like that. No, no, no, no, no, that's not at all, you know,

Hasan Kwame Jeffries: Last time I checked, nobody descended from on high and slap breakers name on Bricker Hall right like that was a decision made by people at a particular moment in time in a particular political context.

Hasan Kwame Jeffries: And so I think it is actually a sign of a healthy society of a democratic society that we pause

Hasan Kwame Jeffries: You know, hit it now. And then here and again and say, Hey, do the names on our buildings, do the monuments memorials that we have in our public spaces do they actually reflect

Hasan Kwame Jeffries: The principles that we uphold and I here to today. And so now we may come together and have and make a decision like no no we're okay with that. That's fine. But then, that doesn't mean that 150 years we will we will say, hey, we're still okay with it.

Hasan Kwame Jeffries: So I think

Hasan Kwame Jeffries: It's something that we need to do. And I think it's something that we need to do systematically and regularly.

Hasan Kwame Jeffries: And if we do decide to change something, I understand that changing the name or removing a monument a memorial.

Hasan Kwame Jeffries: Is not going to lift people out of poverty, right, it's not going to see many lives, but it is it is modest, but it is meaningful and i think i think that is that is important for us in this moment.

Jared Gardner: Agree. Thank you.

Susan Cole: Thank you.

Susan Cole: All right, I think we've hit the time for this agenda item. Thank you so much.

Hasan Kwame Jeffries: Thank you very much, and good luck, everyone.

Ben Givens: Thank you.

johnson.9117: Dr. Johnson. Yes, thank you again. Dr. Jeff, who's

johnson.9117: Next on the agenda, we're discussing the financial picture for the academic year is the Vice President of operations in Deputy Chief Financial Officer Chris devine here.

devine.99: Chris, thank you so much. I'm, I'm hoping I can share the screen also

devine.99: Okay, perfect.

devine.99: I just wanted to. I'm probably not starting in the right spot. Here we go.

devine.99: I'll start off with saying, I don't know. That's quite fair for me to have to follow Dr Jeffries, because that's going to be a difficult one to

devine.99: Come right behind and talk about financial data. I did want to let you know that from the this is the presentation predominant we did for the Board of Trustees.

devine.99: There is a 60 page full blown FYI budget book if anyone is interested. I'm happy to provide that to you. I don't know that yet posted on our website, but it will be made public publicly available shortly.

devine.99: I'm at the at the macro. I wanted to start out remind everyone for today's purpose and for day today's audience, I'm going to mostly focus on the red hand side of

devine.99: The overall financials picture, which is really the academic side of the house, but

devine.99: For context to remind everyone know we're in aggregate about a \$7 billion organization and and it's pretty closely split down the middle between the house system and the University

devine.99: Relative to just size and context, but the gray side of the House has started to edge out the red side a little bit on this pie charts as the hospital system continues to outpace the academic side and on a pure growth perspective.

devine.99: I thought I would start with kind of the financial plan highlights and how they align to the strategic plan for time and change. It's always critical

devine.99: We align every year with the budget, the budget with the actual priorities of the institution. So you'll see on the left hand side of the screen.

devine.99: All the the five strategic pillars for teaching and learning. You know, the big highlights for the for what we're investing in this year, even in a Kobe year

devine.99: Or the digital flagship investments. So continuing to provide iPads to all of our first years continuing to invest in teaching and learning.

devine.99: On the access affordability and excellence pillar, you know that that's always been for at least the last five years or pre heavy investment area for us and we are continuing to invest 50 million

devine.99: A year in the book. Opportunity Program grants the president affordability grants and the land grant scholarship programs.

devine.99: For research and creative expression. We're continuing to invest 28 million for the discovery themes initiative and then focusing on continuing to build these external relationships.

devine.99: Really aligned with one of the priorities, Dr. Johnson just talked through relative to one of her big initiatives and continuing to look at the research.

devine.99: Enterprise an academic healthcare side this alliance with Mercy health is a big initiative for this year construction for the first proton therapy.

devine.99: Facility in Central Ohio is another initiative for the plan, and then they're continuing to build and preparation for the new hospital relative to cash flows.

devine.99: And then the last piece of the last pillar is this operational excellence excellence and research stewardship pillar.

devine.99: With the covert 19 financial dilution of a number of our revenue streams, we really looked at

devine.99: How do we lean out some of our expenses this year. So on the university academic side with 175 million and targeted budget reductions that are spread across the entire academic enterprise.

devine.99: Colleges and regionals and support units and then the health system. They are continuing to really look at their margins. So again, they can ensure that they're able to continue to grow and build as they need to

devine.99: And they have another 77.2 million of targeted budgeted efficiencies built into their budget.

devine.99: So I thought I would try to cover and I'm going to try not to go too fast, but I do want to have some time for questions. If you would like them at the end.

devine.99: The big what I'll do is I'll talk about the assumptions as to what how we built the plan this year.

devine.99: You know, the board meeting was the end of August. We had everything turned in by early August, so

devine.99: Things continue to morph throughout the course of August, clearly on the tuition front, especially as we have more non resident students convert to fully online.

devine.99: We, we built in the tuition increases that had been approved by the board back in June. So those are listed here. And then we spent a lot of time trying to understand

devine.99: The mix of students coming in the door. We knew. Actually, I would say we reacted incredibly quickly compared to almost all of our peers.

devine.99: On looking at our first year class and admittance, and who we would actually admit into the institution beginning as early as the third or fourth week of January. As soon as we have heard about

devine.99: The coven 19 impact on China knowing we have a significant

devine.99: dependency on historically, at least on China international students coming in the door. We knew we would have to pull some additional levers relative to

devine.99: Ensuring that class size coming in the door for this this autumn class had the right mix and was sizable enough and so

devine.99: We ended up having a very large class. It was intentional. Because we knew we'd see some dilution on, mix, mix for us as a big decision on the tuition side because Ohio kids.

devine.99: Relative to what they pay for tuition and I'll talk all about growth versus not really scholarship, because it's different by student

devine.99: In an Ohio student compared to a non resident Ohio student compared to an international student, it's really almost a three to one price point domestic non Rez to Ohio and maybe a 3.2

devine.99: Price point of international to an Ohio students. So we were trying to really adjust to ensure we had as much revenue as we could comfortably absorb

devine.99: Knowing we'd see mixed dilution and knowing, we'd likely see some melt. As co it continued to impact the United States as to who would actually show up on campus come fall

devine.99: What we didn't build in probably enough of is the revenue impact on the institution relative to fully online versus being partially online or some hybrid institution or hybrid delivery circumstance.

devine.99: And so the next piece of this, that that will talk about is state Chair of instruction we asked for a lot of

devine.99: Scenario planning at the 5% budget reduction 10% and 20% from everyone on campus because we are early in the summer started here in state Chair of instruction dilution might be around 20%. That's a big number. For us, it landed at about a 4.38% dilution off of the original 21 numbers.

devine.99: So that's what we've ended up building in that's a decrease of where we thought we'd build but not as bad as we thought.

devine.99: All right. And now I've got a call in the background.

devine.99: You can see in the rest of this where we're really focused on what's happening within the institution.

devine.99: Sales and services and you'll see in a minute with our numbers sales and services for us is really what happens in auxiliaries dining housing and dining the athletics department. So I'll show you a minute what we're budgeting for relative to that.

devine.99: And then I'll flip over to uses again big picture on the assumption side no merit increases this year.

devine.99: The composite benefit rate we're able on the benefits side of the house to keep that charge out to all the units class.

devine.99: Through this year, which is really important to keep our costs down. We talked a little bit about student financial aid. We're continuing to invest in that and

devine.99: supplies and services we pushed a lot of that reduction and budget is going to impact supplies and services. We're really trying to lock down as much as we cannot essential spend for this year.

devine.99: So all of that said, This is what our numbers look like, and this, this is the university academic side of the house only I'll talk about the Medical Center in a moment.

devine.99: This is a presentation. We've been providing to everyone in the last few years because it became abundantly clear.

devine.99: Especially at the board level, not everyone understands that in an academic environment. Not all dollars are fungible.

devine.99: And to me that's critically important, because you'll see this first column that shows about a \$16 million margin positive margin at the end. This is really our teaching

devine.99: Subsidy tuition and fees section of the budget. So, in essence, we try to keep this margin as flat as possible year over year because students that come in the door, really want to get

devine.99: There they want to get services in exchange for the value of the tuition. They pay. They don't really want to stockpile money into the future. So it's intentional that this number isn't doesn't have a huge margin.

devine.99: But it also tells you, we don't have a huge margin that we're really spending the money that's coming in the door.

devine.99: The earnings column here is really reflective of things. Again, like the shot and seen center student life that Melissa manages with housing and dining

devine.99: Athletics at gene manages business advancement shot and seen the Blackwell, etc. And you'll see this normally has a nice positive margin and in a

devine.99: Non unusual co video in this year has a significant loss.

devine.99: A lot of it driven by, you know, the fact that we were not going to have group events we budgeted no big group events know Blackwell no army. Sorry, no shot and seen

devine.99: Events, etc. At least through the end of the calendar year. And then as we did this original budget, it was before yesterday's announcement. Clearly, and so it was built on no football no fall sports.

devine.99: Manual see bigger margin sitting in these two columns on the academic side of the house. But what we how we built this margin to from a

devine.99: Margin positive margin perspective is that will hopefully hit the distribution in these current use guests from a fundraising targeted perspective based on the goals we have established for the current year.

devine.99: But we historically don't spend all of those at the same rate. In the same year, they come in the door. So they're going to be restricted funds for whatever purpose, we end up fundraising them for

devine.99: Or the distribution is out of the endowment because again it's restricted.

devine.99: But due to timing. We don't anticipate it all happens everything that comes in in this year is likely not to get spent in this year based on history.

devine.99: And then restricted grants and contracts, again, a timing issue. It's not really an issue but in anticipation of we will get revenue in the door. Maybe before we spend it all.

devine.99: But we'll end up spending it on whatever the restriction of the underlying grant or contract pertains to so I can't take this margin and move it to teaching. I can't make this margin and move it to teaching

devine.99: Unless, of course, I've got a p I built onto the grant or this happens to be fundraise for, you know, an endowed chair or something to that effect.

devine.99: So the macro again is the university in aggregate is looking at a \$67 million pars positive

margin predominantly driven by restricted balances.

devine.99: Before any depreciation expense and then after depreciation will end up at a loss position.

devine.99: On the academic side of the house. Ideally, we'd like to see this margin bigger so that we can put more money into repairs and maintenance to kind of try to map it as

devine.99: As our physical assets get older, that we can replenish them as we move along. So that's kind of the big picture of five fun group.

devine.99: This is, again, kind of, you put everything together. What is the aggregate look like this is again what we just talked about.

devine.99: What's interesting here as we talk again a tremendous amount on price volume mix for us at the institution housing and dining this year rates went up, but because of detoxification.

devine.99: The volume went down and because we had fewer students in the dorms relative to, you know, we didn't have quads. This year, etc. Some of that mix went up, but all that has an impact on how revenue plays out.

devine.99: And tuition and fees pricing in general when up even a fully online price tag went up because we moved it from \$5 for a domestic non Rez to. I can't remember the exact number. Let's say 1800 dollars. I'm

devine.99: Sorry.

devine.99: But on the tuition side of the house so volume went down. We had more students, but we had a different mix this year. Right. We had a different mix relative to fewer international

devine.99: More not domestic non Rez and we had originally planned for but because of that price difference on fully online that fully online price structure for us has a pretty significant impact on our overall financial performance.

devine.99: On the uses again. All this is available publicly to through the board documents if you have an interest in seeing it or we can pass it out. Either way, but this will show you

devine.99: How we are looking relative to salary, so the hundred and \$75 million reduction of costs is kind of playing out in this particular column and

devine.99: Get my view right

devine.99: And you'll see here, we tried. So you'll see we plan on really keeping again that expense and the supplies and services to press as much as possible, compared to prior years because we have that revenue loss on tuition and fees.

devine.99: But we know we're going to spend money and we are spending significantly on coven 19 expenses and so we have some coded revenue built in.

devine.99: In this grants and contracts increase line item here about 40 \$50 million and we built in an expense amount that is in parallel to that same amount of revenue will see as we all know, we're doing an immense amount of testing.

devine.99: That cost structure is significant. We're trying to contain the cost as much as possible, but the way we built into the budget is

devine.99: We would spend as much as the revenue. We've gotten in the door. We'll see how that plays out.

devine.99: So when we really get done with this this year. If I, if I look, if I look at the budget compared to where we stand right now the big things for monitoring is

devine.99: Harris expenses relative to what it costs to keep people safe and of course we'll spend what we need to spend to make that happen. And then we're watching this fully online.

devine.99: Sign up for classes, as it happens in the fall, was the 15th day materializes this week. And we're watching how much a fully online will occur in the spring, which is of course a guesstimate right now, but that revenue.

devine.99: As more of these non Rez students go fully online, we're seeing some revenue dilution that we're really trying to manage and monitor

devine.99: And then I was going to spend just a minute with wax no medical center because as I mentioned in the beginning there, half of the organization from a

devine.99: Financial Perspective. So I think it's proven that we all really watch their financial stability, they are they're managing and operating a budget that looks really solid. So if you look at their margin here almost \$300 million that's even before their depreciation and they are

devine.99: Really actually rebounding from code pretty quickly right now. Now, who knows what will happen to her during flu season or what could happen with coven

devine.99: Later on in the fall, or the winner. But right now we are seeing that they're rebounding to kind of pre coated numbers at a quicker pace than

devine.99: We had originally anticipated, they would, which is great. And we'll kind of see where that lands and they're continuing their telemedicine investment and activities, which I think

devine.99: Which is another indication of how COBRA is changing our world telemedicine just went on, you know, we're overdrive as a result of covert and I dissipate that a big chunk of how they deliver going forward will continue on that track.

devine.99: I don't know where I am on time, but I thought I'd just show kind of at the end of the day when you put all of it together. The house system. I wish up

devine.99: And the university, you know, you'll see on on very sorry very sensitive here.

devine.99: My plan shows after depreciation all in a \$35 million margin. This year versus a \$200 million margin that looks like how 20 is going to land.

devine.99: For last year and. And again, it's very consistent that the majority of the margin is coming out of the Med Center, and they're they're stockpiling that is today's cash on hand and reinvestment into facilities.

devine.99: To manage their, their new builds that are coming up.

devine.99: So I'll pause for a moment. That's a lot of information and a lot of numbers. I apologize for that. But open to questions or comments.

Susan Cole: And again, people with questions can just raise their hand in the participants panel, we probably only have time for maybe one

Susan Cole: Because we have a crowded agenda.

Susan Cole: Sarah. Hey friends,

Sarah Hayford (she/her): Yes, thank you, thank you very much for that presentation that was really informative. I guess one thing that's not clear to me.

Sarah Hayford (she/her): Is to what extent the medical center and the academic side are sort of separate entities financially or they sort of cross subsidize

Sarah Hayford (she/her): You know, the money flow back and forth between those entities or do they keep separate budgets.

devine.99: While they keep separate budgets, but money absolutely flows between the two. In general, I'm going, I'm going to give you big round numbers, but just to give you, just to kind of get contacts.

devine.99: They provide usually about 150 260 million a year in what they call Medical Center investments that goes to the College of med

devine.99: There's a lot of activities slow because because of the I'll call it the commingling of clinical activities between oh us up.

devine.99: A hospital system in the College of med practice plans. Um, but they have the hospital does definitely do a significant amount of investment into the College of Medicine every year.

devine.99: And then on top of that they pay for some of the overhead of the institution on the academic side so they help to contribute towards president's office enterprise system payroll, etc. Where they benefit from kind of the aggregation of the whole that helpful. Yes.

Sarah Hayford (she/her): Very much. Thank you. Great.

johnson.9117: Well thank you Chris for that very full sun.

johnson.9117: Presentation. Well, in the interest in was wonderful. In the interest of time, we'll move on to the proposals for Senate action from the Council on academic affairs we now like to turn to Kevin Evans to present, Kevin.

Kevin Evans- he, him, his: Thank you, President Johnson. It's a pleasure to present proposals on behalf of CAA and the first proposal that we have to look at

Kevin Evans- he, him, his: His proposal to change the name of the Master of Science of education and extent education to the Masters of Science in Agra science. This

Kevin Evans- he, him, his: Is pointed out in our company proposal and the memorandum that was provided so this program, you know, has been restructured, and it was done so.

Kevin Evans- he, him, his: In order to balance the core courses within the department and the name change. Will Packer capture the unique of the initial teacher licensure and agro science education.

Kevin Evans- he, him, his: The new name or align with the undergraduate degree title and it leads to licensure. So now be more recognizable to prospective employers nationally, which of course is extremely important.

Kevin Evans- he, him, his: The proposal has the support of the Office of accreditation placement and licensure College of Education and Human Ecology.

Kevin Evans- he, him, his: And we want to note that it will respond to a shortage of teachers in this particular area. It has very broad support.

Kevin Evans- he, him, his: So following the review by the grad school should proposal with reviewed

and approved by CA and it says September 2

Kevin Evans- he, him, his: Meeting. So we had no objections. We unanimously approved this proposal, I'm, I'm happy to say that after any SPECT is also in the zoom. If there's any questions, relative to this proposal, but

Kevin Evans- he, him, his: I'm not a senators. So we would need someone to this proposal forward so that it could pass so

johnson.9117: So this, this proposal comes from a standing committee and therefore does not require a second resolution is open for discussion, I think, Susan, who your moderator in conversation.

Susan Cole: Happy to again just

Susan Cole: Raise

Susan Cole: Hands. If you have questions.

johnson.9117: Seeing there no questions, kindly indicate your vote on the Carmen side.

johnson.9117: Provide them.

Ben Givens: Okay boats around and

Ben Givens: Motion passes.

johnson.9117: Thank you very much, then we'll move to the motion to add a clinical teaching practice faculty track to the College of Arts and Sciences. I'm Kevin

Kevin Evans- he, him, his: Yes, thank you. So this next proposal, as was stated is to establish a clinical teaching practice faculty track within the College of Arts and Sciences and again as underscored it company proposal and our Memorandum

Kevin Evans- he, him, his: Will allow for graduate and undergraduate students to have more access to high quality instruction, it's going to place the college among its aspirational peers, which many have already incorporated this faculty line, it does provide a career path for our best non tenure track teachers.

Kevin Evans- he, him, his: It is under the faculty rule 43335 dash seven to establish a faculty track.

Kevin Evans- he, him, his: We, on March the 16th. This proposal was sent to the college's tenure track faculty and majority of the total, total your faculty approved it.

Kevin Evans- he, him, his: This proposal has the support of the college's Executive Dean and Vice Provost, Dr. Gretchen Ritter the proposal was reviewed and approved by the CIA. On June, the first

Kevin Evans- he, him, his: So we want to move this one forward. I'm also joined today by Dr. Sherry beer from the College of Arts and Sciences. She's the Associate Dean of Faculty affairs and I think Dr Greger is also available for questions.

Kevin Evans- he, him, his: But again, since I'm not a senator, we really want to move this one also forward for

johnson.9117: Resolution is now open for discussion.

johnson.9117: There are no questions or comments, then please indicate your vote on Carmen and

then we'll share our results.

Ben Givens: Okay. The motion passes.

johnson.9117: To move to the fifth item which is discussion of the proposal to suspend the bylaws to allow for a vote on a change in greeting options or 100 students

johnson.9117: To bring the senate up to date on this special provision being proposed for student grading been given sector, the University Senate will present situation, turn over any event.

Ben Givens: Okay. So, last week the steering committee was given a time sensitive proposal about student grades during the pandemic.

Ben Givens: And the proposal contained a suggested rule change as well as a temporary suspension of a rule.

Ben Givens: And the steering committee felt it was important enough to place on the senate agenda, both as a rule change and as a proposal from the console and

Ben Givens: Enrollment and Student progress of CSP the steering committee as CSP to finalize a proposal and the Rules Committee was asked to wait for CSP final proposal before considering any rule change language.

Ben Givens: CSP finalized improved two resolutions yesterday, which were then circulated to all senators these resolutions did not include a proposed rule change and it's dead only

Ben Givens: For a suspension of specific portions of the rules.

Ben Givens: However, the proposal sent yesterday the resolutions inadvertently use the word amend instead of suspended reference to the rules and

Ben Givens: The resolutions with this one word correction can be found. I think they were sent earlier today, but they can be found in the meeting materials and on the website or on the calendar invite

Ben Givens: So the Senate has a five day notice rule for agendas and substantive proposals and given the exigent circumstances under which this came to us this proposal has not adhere to that rule.

Ben Givens: To consider the resolutions today rather than taking them up in a special meeting the Senate will have to suspend its five day notice rule. So that will require a motion and a second passage by two thirds majority.

Ken Lee: To move

Seconded.

johnson.9117: Any discussion.

johnson.9117: Kindly vote on the Carmen side then

johnson.9117: We will receive the note. Notice if it passes.

Ben Givens: Okay. People are speeding up the results are in and we will suspend the five day rule and proceed to the CSP proposal.

johnson.9117: Very good, thank you. So resolution to suspend portions of of

johnson.9117: Rule 3335 dash a dash 21 and 3335 dash a dash 32 so on the Russell Mars a chair of

the Council on enrollment student progress will present Russell.

Russell Marzette: Good afternoon, everyone.

Russell Marzette: By complete access to

Russell Marzette: So, as indicated

Russell Marzette: We actually, excuse me, there are two resolutions, I'll be speaking to this afternoon. One regarding conditions deadlines for pass no pass through. If you're on the second

Russell Marzette: For the extension of pass no pass for g is considered several a couple things I want to say here, up front, or tips.

Russell Marzette: As we prepare to go into this as I was doing responsive to our charge

Russell Marzette: Make sure we address the concerns that were that were raised and be cognizant of near term near term deadlines, in particular, the end of the first seven week session coming up here.

Russell Marzette: And so I'll go into my two are rather justifications for for both here up front for simplicity. So one disruptions due to illness record too late to cope with 19 are continuing

Russell Marzette: To their ongoing adjustments in terms of instruction with many of us are aware and in terms of our students adjusting to the learning environment for

Russell Marzette: We believe that equity issues in terms of access technology I continue to persist and then for the overall stress reduction as it pertains to the health and wellness of our students continues to be changed to be a great, great importance.

Russell Marzette: And so the first of the polls. We bring into we are bringing to you this afternoon the resolutions bring into this afternoon is the resolution for expansion of deadlines for pass no pass and through and that would involve suspending

Russell Marzette: Factor second rule 3335 that's eight to one k and 335 dash 832 e

Russell Marzette: In summary, you should see on your screen. What that means you have on the left hand side, the

Russell Marzette: Current dates for pass no pass and for withdraw for the full term and first sessions and second sessions, respectively. And then what they would shift to for both of those items out there on the right hand side, respectively.

Russell Marzette: And so for depleted sake I will, I will read the resolution as it stands now therefore be resolved that rule 3335 that's eight to one k and pray for me five. That's a

Russell Marzette: Return he suspended for autumn 2020 academic term to extend a student's ability to take courses with pass no pass grading fest at the deadlines for declaring

Russell Marzette: The intention to take a course pass no pass or to withdraw from the course be extended to Friday, November 20 Friday, October 2 Friday, November 20 and regards to the autumn regular semester first and second sessions respectable

Russell Marzette: And I submit this for your consideration this afternoon.

Susan Cole: I'm very sorry I can't see people's last names men.

Susan Cole: Mendenhall need

Marie Mendenhall-Mead: So much. My name is Marie me down from the College of Engineering. I'm the Executive Director of Finance and Dean Williams Chief of Staff, he called me at 329 and asked me to be sure and comment on this.

Marie Mendenhall-Mead: Particular proposal Dean Williams has asked me.

Marie Mendenhall-Mead: To state that the senior leadership of the College of Engineering and the fact that some of the faculty are not supportive of this proposal.

Marie Mendenhall-Mead: Our Associate Dean for Undergraduate Education David to Moscow. I know has written an email about this that has been circulated. I'm just going to read a couple sentences. At the very end to

Marie Mendenhall-Mead: Talk about his our feelings on this, on behalf of the College making these changes undermines the hard work, our faculty have put in to prepare for this semester, and instead adds additional stress.

Marie Mendenhall-Mead: The present proposal guarantees on equitable unfair impact on students and the deadline adds more anxiety, not less. We cannot support the proposal, as is.

Marie Mendenhall-Mead: I'm a staff member, not an academic member, so I'm probably not able to answer any detailed questions on this, but thank you for the opportunity to speak on behalf of Dean Williams for the College of Engineering

Susan Cole: Thank you Mary

Susan Cole: Are there other questions or comments from

Susan Cole: Senators.

Gunjan Agarwal: So I'd like to ask a clarification.

Gunjan Agarwal: This, this

Gunjan Agarwal: Class apply to

Gunjan Agarwal: Classes, which are already approved for pass no pass

Gunjan Agarwal: Will be even classes which are typically only graded and now the student has the option of going for passionate passionate

Russell Marzette: Ladder

Gunjan Agarwal: Then after

Gunjan Agarwal: So does it apply to only G electives.

Gunjan Agarwal: Does it apply to all courses or what's the clarification here like every class can be subject to this rule.

Whether

Russell Marzette: You're asking whether or not this applies to major or minor courses that is not the intent.

Susan Cole: My understanding is that if this rule is passed.

Susan Cole: It will only extend the deadline. So, if only this resolution is passed, it will only count to the courses that are truly elective and do not count towards a major, minor or the general education.

Russell Marzette: That he's doing I jump to the next revolution. Yeah. My apologies.

I also would like to ask something. Sorry, I'm our standard presenting the Mario and accomplish is this related to the

Discussion about past low pass no pass. What is something different that were debating and I know I apologize.

Because my comp was mad you accomplish told me to transmit to you that our with respect to pass no pass and no bias.

Our accomplish is not in favor of these because you can create more work for faculty and confusion, but I want to make sure that I'm speaking about this is not I'm speaking about that. I think

It's also to

Russell Marzette: Do the gracious correction, this, this, this applies only to the deadlines at the moment. Okay. Okay. Sorry.

I just want to close me this from the Mario accomplish that with respect to pass no pass no pass our campuses, not in favor and

It creates confusion. That's

Susan Cole: That's not being discussed right now.

Susan Cole: Jared is next.

3040

Jared Gardner: Draw

Jared Gardner: No, I'm good.

Susan Cole: Okay, Yvonne if a bear.

Yvonne Efebera: Yeah. Hi. Do we have any information. What other universities are doing. And because I think this resolution is actually

Yvonne Efebera: You know, adequate time especially you know for students who are doing online courses and you know have difficulty with with internet access and and other things. So any information on, you know, other universities and what they have been doing

Russell Marzette: Most, most universities have not been extending

Russell Marzette: Any form of, pass, pass, no pass out to their students at this at this time, whether that be in the form of extending deadlines or otherwise.

Russell Marzette: We have when one data point to that to that effect. And that sort of friends or friends of yours.

Arc

Susan Cole: Soccer

Mark Ruegsegger: Yes, thank you. Just to reiterate some points, it seems that

Mark Ruegsegger: As, as mentioned,

Mark Ruegsegger: Earlier that the spring was a real disrupter and that's what we had to kind of go into this mode to give students the benefit of the doubt.

Mark Ruegsegger: With the uncertainties and give them a chance

Mark Ruegsegger: To do their best.

Mark Ruegsegger: prognosis of how their grade would turn

Mark Ruegsegger: Out but

Mark Ruegsegger: I think we've had the summer to to have some assurance that our courses are going to be either online or hybrid or in person.

Mark Ruegsegger: Based on our numbers and we've been able to modify our teaching styles and a chance to do that for the fall. I think that by imposing a deadline again for courses were were

Mark Ruegsegger: restating or re

Mark Ruegsegger: Re imposing

Mark Ruegsegger: A stress a stressor for students.

Mark Ruegsegger: Because they don't know what the

Mark Ruegsegger: Last three weeks of homework and exam was going to do.

Mark Ruegsegger: I think if we're going to

Mark Ruegsegger: Do something we need to give them the whole semester to decide if we want to keep going.

Mark Ruegsegger: Or or not have it in position at all because this semester is different. As I said, I think teachers and faculty and instructors. I've had some time.

Mark Ruegsegger: To take into account the online nature of many of the courses. So I think we have to be careful to impose things like this. This time around, because we had more time and also I think we be the only all the big ten's have spoken.

Mark Ruegsegger: And no big 10 is going to impose any date that I

Mark Ruegsegger: Know of except for maybe Michigan, as was stated, so I think all the others are just keeping a regular semester, without any deadline for declaration. Thank you.

Susan Cole: All right, I'm in interest of hearing a student voice. We're going to call on Roy next and then Provost McFerrin would like to say a few words.

Roaya Higazi: I think you so I wanted to address two points from previous speakers, I'm specifically nonstudents speakers who spoke a little bit about how deadlines could be a stressor to students, um,

Roaya Higazi: As a student, I'm here to say that the measures for pass no pass did come from

concerns through the undergraduate student government and the reason that we are pushing for this is because we recognize that extending this deadline and extending options of pass no pass

Roaya Higazi: Can support students

Roaya Higazi: Who are still undergoing

Roaya Higazi: A lot of inequities and a lot of issues that they faced from last semester to be blatantly honest, I could say that not a lot for students has changed last semester, and that's not a reflection.

Roaya Higazi: Of the work of faculty and all of the hard work that they put in this semester, but it is more so reflection of the state of the world.

Roaya Higazi: Students are still experiencing housing insecurity students are still experiencing unemployment still experiencing food insecurity students are being diagnosed positively with

Roaya Higazi: We have students in quarantine and isolation, who are not getting correct guidance from their instructors and their university of how to keep up with their classes.

Roaya Higazi: On their students who are in quarantine in isolation for periods. They don't know how long they are going to be in, and therefore being a detriment.

Roaya Higazi: To their academic progress this semester.

Roaya Higazi: So, that is why we are pushing for this and we believe that it is necessary, and that this provides students enough time between now and the end of the semester to consult with their advisors as to what options will be best for them.

Roaya Higazi: Another point that I want to touch on

Roaya Higazi: Is the idea that this creates more of a burden for faculty members that I mean, with all due respect, I'm not a faculty member

Roaya Higazi: But I do want to point out the fact and please Russell, you can correct me if I'm wrong on this is that it

Roaya Higazi: Is to my understanding that faculty grading does not change faculty grade their assignments, how they grade them and they submit those grades. I'm in the heavy lifting of this is going to be done.

Roaya Higazi: Through the registrar and the registrar's office in which they will be the ones making the switch between what the letter grade that faculty members submitted and what that's going to look like on a student's transcript.

Roaya Higazi: So Russell, feel free to confirm that, but that is all that I had to say. So thank you for giving me the time

Susan Cole: Just, just to clarify, in fact, the instructors do assign the pass, no pass, but it shows up as a drop down with this is going to be a heavy lift for his advisors and although we have several people queued up I'm going to jump the queue and ask Dr. McFerrin to say a few words.

Bruce McPheron: If you Susan and thanks to everyone for the discussion on this. I just wanted to address a few issues here that that have come up

Bruce McPheron: First of all, just my, my thanks to our instructional teams who have in fact worked so hard to prepare for where we find ourselves here in the fourth week of of instruction on the campus and we are succeeding at a level that

Bruce McPheron: Some of our peers have been unable to monitor or took to match. I'm knocking on wood every chance I get when I say something like that. And so this proposal is put forward.

Bruce McPheron: I think in no way undermines the hard work that our instructional teams have done whether those are our faculty our teaching staff, our graduate teaching assistance.

Bruce McPheron: Those folks have done extraordinary work to prepare for something that none of us anticipated I'll remind us all that, as has been said, the spring semester conversion was complete disruption. We went from not anticipating a departure from campus to everyone being

Bruce McPheron: Teaching and Learning at a distance so took extraordinary steps with the support of this body. In fact, it was not just an extension of deadlines, but a grand expansion of the courses that were eligible and we released from

Bruce McPheron: The 20 credit hour total that a student can

Bruce McPheron: Add to through to their transcript to pass no pass in that spring semester, as was pointed out in the chat in the summer, we did go back to a full online.

Bruce McPheron: Semester. And we did not use the past node pass extension. We just defaulted to the normal

Bruce McPheron: Tools and we assumed, I think certainly from our level here and administration, but I think a lot of our faculty thinking was the fall, we have defined very clearly what the

Bruce McPheron: Types of instruction will be. And so perhaps that is less disruptive and no change would be required for me the compelling argument was, in fact,

Bruce McPheron: The notion that we have 2400 students who have been diagnosed with Copa

Bruce McPheron: And they have gone into isolation and Thousands more have gone into quarantine because they were identified by contact tracing

Bruce McPheron: And whether that's 10 days 14 days or whether a student's clock gets reset because of where they're living

Bruce McPheron: I find it a compelling argument that that is a disruption that we did not count on as we were thinking about this. So, this particular resolution.

Bruce McPheron: To extend the time available for students to make that decision.

Bruce McPheron: Actually I think supports the ability without we're not changing in this resolution, the number of credits that students are allowed to accumulate through pass no pass. We're not not expanding in this resolution.

Bruce McPheron: Anything that represents an intrusion into major and minor course requirements and two boys point the registrar actually will handle

Bruce McPheron: The conversion of grades. Our expectation is that our instructional personnel actually grade every course exactly the same. And so, you know, you're not having to make that decision in the class, we're asking you to continue on, on the progress of the progress so

Bruce McPheron: Susan, thank you for the opportunity to just lay that out. But I just wanted to make sure that

Bruce McPheron: Folks here in the senate actually understand first the appreciation, we have for all

the incredible work that's been done to generate the instruction, we're delivering

Bruce McPheron: We're thankful to our students for the confidence in joining us in that. And I think that there are in fact some compelling externalities. As a result of this pandemic.

Bruce McPheron: That even in a semester that we could plan from the front. We had some difficulties in predicting what some of those things might be and I appreciate my colleagues in undergraduate student government leadership for bringing it to my attention.

Susan Cole: Thank you, Dr McFerrin

Susan Cole: There's been some robust discussion discussion in the chat and any spec also has her hand up.

Annie Specht (she/her): Hey everyone, and I sorry. Take a minute to click all of the buttons. I had selected.

Annie Specht (she/her): I want to address a couple of the points that have come up and I think Mark's point about extending the deadlines to the end of the semester.

Annie Specht (she/her): Is important to address because it was something that we talked about in our CSP meeting.

Annie Specht (she/her): And I want to note that the deadlines that are being proposed are those recommended by the registrar's office because that helps mitigate a little bit. The

Annie Specht (she/her): Sort of administrative load that they're going to be dealing with in in making some of these changes. And so the recommendation was not waiting until the end of the semester.

Annie Specht (she/her): But waiting till essentially as far to the end of the semester as they could, without running into additional administrative hurdles.

Annie Specht (she/her): And I also want to point out as a faculty member in the College of food Ag and environmental sciences that we are dealing with a number of students who have limited access to

Annie Specht (she/her): Internet and broadband and technology in general. And I just want to reaffirm my support, especially for this resolution.

Annie Specht (she/her): Because we are dealing with, with a disruption related to a number of things and and we don't want to forget that we have groups of students who are being adversely affected by

Annie Specht (she/her): By this semester, regardless of how much faculty work has gone in there being adversely affected and impacted in an equal measure. So I just wanted to, to share a little bit more context of the conversation that we had

johnson.9117: Good sir, any other

johnson.9117: Discussion Susan and

Susan Cole: At this time, it looks like people have talked in the chat and we don't have any hands up. So I think we're ready to move to calling about great

johnson.9117: So kindly voted the Carmen side and then then we'll give us the results. Thank you.

Ben Givens: Yes, nose, and one abstain. And so the resolution passes.

johnson.9117: Thank you very much. Um,

johnson.9117: So,

johnson.9117: Now, I believe that will go to the second resolution.

Thank you.

johnson.9117: Thanks, Russell.

Russell Marzette: Right. The second resolution resolution for extension of passing them past to G switching a blue 3335 and eight Best to K

Russell Marzette: Increase memory that Jews are allowed to currently take elective courses past in the past it's would change the Roman section to allow

Russell Marzette: The both elective and general education courses to be taken.

Russell Marzette: And the resolution reads now therefore resolve that will read every five dash a to one be suspended for the autumn 20 academic term to extend a student's ability to take courses.

Russell Marzette: With pass no pass grading system using the lab to take elective Angela little general education courses past in the past they submit this for your consideration.

Susan Cole: This time we have right at the top of the list.

Roaya Higazi: I think you Is this the appropriate time to make a motion.

You know,

johnson.9117: Oh, what

Susan Cole: Kind of emotion.

Roaya Higazi: And emotion to amend a. Therefore it be resolved close

johnson.9117: By yes if you want to amend this is the time okay so

Roaya Higazi: I would like to make a motion to amend the. Therefore, it being resolved clause to add a clause that has been previously used in the spring of 2020 resolution surrounding pass no pass this

Roaya Higazi: Oh, drop it in the chat as well. I apologize. I'm in

Roaya Higazi: School be allowed to extend this policy as deemed appropriate to include courses, taking people full recording of the major, minor or program. Um, so if you would like me to go into depth around why I'm proposing that I can do that now.

Roaya Higazi: We just need to go.

johnson.9117: Well, yeah, if you don't mind. Could you repeat that it might have been my I just didn't hear what you said. In terms of proposal, I, I believe my PMI you hearing or it might be my technology but you faded out

Roaya Higazi: Yeah, I'll repeat it again. And I also think

Roaya Higazi: All right.

Roaya Higazi: motioning to amend the resolution to added, therefore it be resolved clause that college or school be allowed to extend this policy as deemed appropriate to include courses they can to fulfill requirements of the major, minor or program.

johnson.9117: So is there a second and then we'll have discussion to

Pablo Manon Mateos: Second. Second.

Aryn Hubbard: Second. Second.

johnson.9117: Forget then we'll open up for discussion.

Roaya Higazi: I will just start. Is it okay if I just start off by saying, sure.

johnson.9117: That'd be great. Roy.

Roaya Higazi: Thank you. I'm so I just wanted to start off by saying the fact that it is really important that we at least give colleges, the option now.

Roaya Higazi: To choose whether this is something that they want to extend to their my major and minor courses we recognize the fact that there are colleges who are already not in support of this

Roaya Higazi: But by adding this amendment. Now, it at least gives colleges, the flexibility to decide whether this is something that they want to extend

Roaya Higazi: mins on because if we don't do it now. I believe we would have to do another university. Why, though, rather than allowing each college to handle that individually. I also want to make the point

Roaya Higazi: Well, it is great that we're extending this to general education courses, we need to also recognize that for a lot of students, especially our third, fourth, and beyond your students are taking predominantly major and minor course.

Roaya Higazi: Of course loads on during the semesters and also face more restrictions in terms of the timelines that they have to complete

Roaya Higazi: Their degree progress, whether that's because of financial aid purposes or be because they've been at the university for too long. So I believe that it's really, really crucial that we at least give the college's the option.

Roaya Higazi: To allow this extension if that is something that they decide on

johnson.9117: Great, thank you very much. Now we'll have a discussion on the proposed amendment.

Susan Cole: Right, I believe our first person is Harold Fisk

Harold Fisk: Thanks. I think immediately after raising my hand you answer the question, but I just wanted to verify that the intent of the amended language would be not to require this option but to allow the option to be taken by various programs.

Harold Fisk: So so so that programs could choose not to.

Harold Fisk: Yeah, except this

Roaya Higazi: Yeah, I think like you

Roaya Higazi: And if the language needs to be altered a little bit. We can do that as well.

Harold Fisk: No, I think it's fine. Thank you.

Susan Cole: I think we have a comment from Alex Thomas

Alex Thomas: Hello everyone, my name is Alex Thomas, I am one of the staff senators, as well as an academic advisor on campus. After speaking to a few dozen advisors over the past day or two, I would like to strongly support the amendment proposed by Roja

Alex Thomas: The feeling from a lot of the advisors. Is that the way the proposal is currently phrased it can be an equitable in which students can make use to it of the policy.

Alex Thomas: Regardless of their major because for some majors in particular, such as in engineering. Our students don't actually take

Alex Thomas: A large number of general education classes and particularly if they've completed a lot of those classes prior to reaching OSU, whether through transfer credit or

Alex Thomas: AP exams, for example, they might not actually be able to make use of this policy as it's currently written

Alex Thomas: without allowing colleges, the option to extend it to major or minor courses in addition to some of the students further along within their program. So just like to point that out, both as a staff member and an academic advisor.

Alex Thomas: strong support for the amendment.

Susan Cole: Okay, show our alley.

Shahwar Ali: clarifying question, which is, if we were to go with the amendment that you're suggesting how would that affect the original proposal.

Shahwar Ali: Would that mean like the students will not have the ability anymore because it's, it has been shifted to the colleges and programs.

Shahwar Ali: I

Susan Cole: Believe as phrase. This is an additional allowance for colleges to do this. Thank you. And

Susan Cole: As somebody who's been in on some of these discussions, I would like to point out that this will create an exceptional amount of work for our advising staff because similar to what happened in spring. They're going to have to review every single request and meet with those students.

Susan Cole: In order to help students decide whether or not they should do pass no pass. Should a college allow it to be extended to major coursework.

Susan Cole: Jared

Jared Gardner: I know like I I completely understand that and yet we're also hearing from some advisors that they would, they would favor it. And so part of what I like about the amendment.

Jared Gardner: And is that it allows colleges, obviously, in consultation with their advising team to be making that determination on a college by college basis rather than us making it for them.

Jared Gardner: I think, you know, for example, we know that one college is already struggling against that they they came out on record today. So it's unlikely there.

Jared Gardner: To be extended, but I approved for the reasons that Reuters suggest this idea that we should leave that decision about whether it is extended to the colleges individually and not try and make that decision here by eliminating that from discussion at the college level.

Susan Cole: FG

Susan Cole: Last name. I don't know.

Deb G.: It's very long.

Deb G.: boschi

Deb G.: Thank you. I just wanted to comment that we did do a survey of more than just our big 10 colleagues and found out that the only one that is doing any kind of a modification is Michigan.

Deb G.: And students who earn a C minus or above, keep their letter grade, which is used in the GPA in their version.

Deb G.: And those who earn below a C minus receive a no record Kovac designation, which doesn't impact their GPA, so

Deb G.: Ours is much more lenient compared to that and they're the only one who's doing anything on top of that all the faculty spent so much time improving our courses to deliver them in an exceptional online format for our students and

Deb G.: I personally spent a good deal of my time this summer reviewing those syllabus and

Deb G.: And their course assurance forms to be sure that they included all the best practices for online courses.

Deb G.: So I feel like we really have done our part. It's not the same as what it was in the spring when people were thrown into it, we're prepared this time. So I just voice my opinion against this.

Thank you. Thank you. That

Susan Cole: Pablo men on Mattel's

Pablo Manon Mateos: So I just want to echo everything that Roy said about how this is simply going to extend the opportunity for colleges to adopt the four major and minor requirements and for the

Pablo Manon Mateos: Faculty members and we acknowledge that you guys have made a great improvements in the way you structure your courses.

Pablo Manon Mateos: But some of the difficulties that we are facing this semester or not because of the way the courses are structured, but rather because of unexpected quarantines or co bit

Pablo Manon Mateos: Cases, things that are way outside our control or simply lack of adequate internet connection that can affect the delivery of the court and and therefore effect.

Pablo Manon Mateos: Whether students do well in these courses. And I think we should extend that so that the college's can make that decision and make sure we are equitable and fair to every single student regardless of their circumstances.

Susan Cole: And Tonio Ramirez

Antonio Ramirez: Q. Thank you. So I just want to ask something to most people in this room is are all

these changes going to be good for our students and the long term or all they are only good in the short term.

Antonio Ramirez: I just want to make sure we don't do changes now that are going to affect our students how the GPA and their grades are going to show up late on on their career. If this is good. Also in the long term, then we should go for it. If not, then we should discuss. Thank you.

Susan Cole: And Stephen post where I did.

Russell Marzette: If I could, I didn't want to jump in here for back to something that was said earlier, relative to

Russell Marzette: Advisors. So I do have communication from from advisors, I'd like to indicate that it does not include the suggestion of adding this clause.

Russell Marzette: To this to this measure.

Russell Marzette: This was discussed somewhat somewhat at length, and I would say minimally from the CSP East and includes two thirds of the work. And then there's a bit of discussion, but I kind of wanted to clarify that clarify that a bit to the didn't see I didn't see backer based off with

Susan Cole: Stephen post

Stephen Post: Yeah, I, I just want to say I'm supportive of this amendment in this resolution, I think it's important for us to be leaders on this issue in supporting our students during this time.

Stephen Post: If you didn't see burn Mel next comment in the chat. There's recently data come back from our return to campus survey, showing that 39% of students are experiencing clinical levels that anxiety.

Stephen Post: And if that isn't the scariest data to you, then I don't know what else will need to spur you to allow this accommodation to help reduce some of that stress and

Stephen Post: I think this will greatly help a lot of students have feel at peace with being able to complete their academic coursework this year. Thank you.

Susan Cole: All right, in the interest of time, I think we're gonna have to close.

Susan Cole: Conversation on the amendment and vote to see if the amendment passes.

Susan Cole: But that would be up to, I guess, Christina or Ben or somebody

johnson.9117: I'm sorry, I was on mute. I apologize.

johnson.9117: What would a meeting without somebody doing that. So now we'll vote just on whether this and then it should be made a resolution. Then we'll go back to the resolution and have a motion to second in discussion on the resolution.

johnson.9117: So if

Ben Givens: We set up a separate amendment vote, which is at the bottom of the list on the homepage of Carmen.

Ben Givens: Great.

johnson.9117: Thanks so kindly Bowden and when you're all in. Then we'll let us know the result.

Ben Givens: I'll give it 10 more seconds.

Ben Givens: See 71 yes is 16 knows one abstain. So the amendment passes.

johnson.9117: Very good. Now freaky. Go back to opening up for discussion for the resolution with the amendment that was just passed, Susan, thank you for moderating

Susan Cole: The problem. Any further discussion on the amended motion.

johnson.9117: Dinner for ready to vote.

johnson.9117: If you could in the code. Oh.

Susan Cole: I'm sorry, Mark Foster, did you have something to say.

Susan Cole: Mark, you're muted. If you're talking

Mark Foster: Okay, I was also

johnson.9117: good company.

Mark Foster: So I'm new to this conversation.

Mark Foster: But I guess the, the, the, my experience from last spring was, of course, there were a lot of students that were stressed.

Mark Foster: And so they wanted the option of good pulling the the pass, no pass option. And I found that actually several students pulled that trigger would in fact their grades would have been just fine.

Mark Foster: And, you know, once it's on their transcript. You know, I think that, you know, there's a risk that it's going to weaken their transcript. And so I just, I just want to know.

Mark Foster: You know that that you know the students, you know, aren't aren't putting their transcripts are directed by records at jeopardy by

Mark Foster: You know, by taking, you know, this, this. I mean, I understand that would reduce, reduce their stress because it gives them gives them options as the end of the semester approaches, but I guess I don't know necessarily that it's a good option.

Susan Cole: Well,

Susan Cole: Before bias speaks. I just want to clarify exactly where this stands now as an amended motion if this motion passes.

Susan Cole: Then students will be able to up to the new dates that we set declare pass no pass grading on any truly elective course that does not count towards a degree.

Susan Cole: And any G course and colleges will individually have to go through and decide

Susan Cole: Whether they are going to allow pass no pass for major and minor coursework in their college and that will be a college by college decision to the best of my understanding.

Susan Cole: There will still be a cap of 20 credits that students can't exceed accepting the spring 2020 pass no pass credits that people would have racked up

Susan Cole: All right.

Susan Cole: Now, right, yeah.

Susan Cole: Sorry, Dan.

Ben Givens: I was gonna say no. Go ahead. Roy I think Saunders.

Roaya Higazi: It's okay. You can go ahead. I just wanted to respond to Mark's point

Ben Givens: I go okay though I was going to add is that the way the motion is going to read in the boat is not going to include the amendment, but it does include the amendment because the amendment passed.

johnson.9117: Understood.

Thank you.

Roaya Higazi: Yeah, I just wanted to dress the point in terms of

Roaya Higazi: Good for students futures on because that's something that we have had a lot of conversations about um when we're thinking about a student passing the opportunity to have a potentially quote unquote good grade.

Roaya Higazi: On their transcript that increases their GPA. That's a very personal decision.

Roaya Higazi: And the ways that it benefits you depends strictly on what that students post graduate plans are for a lot of students who don't intend on going to graduate school that might not be in effect, and for some students, it is

Roaya Higazi: But I want to emphasize the fact that that's a very personal decision for students and we have advisors who support us through that and it's also important to consider that. Now that we've had.

Roaya Higazi: The experience of students opting in to pass no pass last semester they have a better idea of

Roaya Higazi: Kind of what the trading is when they are opting into this. So they have precedent to go off of. Secondly, I want to emphasize the point that this is really pass no pass is inherently about how it is supporting a student in the moment.

Roaya Higazi: On alleviating some of that pressure to maintain your GPA while you are actively experiencing that semester. So the idea is not. Am I going to get the best outcome after the fact. The idea is that I'm severely struggling right now.

Roaya Higazi: I can't progress in this class in the way that I had previously expected to because of

Roaya Higazi: I am now homeless or someone in my family now house has coven and I have to focus on that and being able to alleviate that stress while you are actively experiencing it um

Roaya Higazi: It's not a trade off about what is the best outcome that I can get out of that class because if students had that luxury right now. I don't think that this is something that we would be discussed.

Susan Cole: Yesterday, or Bella.

Dustin Servello: Yes, this is more of a, I guess it's a point of order that we should treat the chat as if we're talking in a room right so we should be discussing openly during the voice chat and not typing to the chat as that's not actually appearing on the recording.

Susan Cole: I'm actually, I believe that the chat does in fact get trapped captured, although it doesn't, you're correct. It does not show up in the recording so

Susan Cole: But it does accelerate our ability to exchange information somewhat

Susan Cole: Hi there. Further comments or questions that people have at this time.

johnson.9117: If there's no further questions, then, would this be a good time to vote.

johnson.9117: I'm not

Donna Ford: I had a question.

Donna Ford: Yes, and I didn't know how to use the raise your hand option.

Donna Ford: And I certainly don't want to interrupt that President

johnson.9117: Donald, please do. I love it.

Donna Ford: Oh my goodness. There was not a good move. But

Donna Ford: Um, I, as I'm listening to this, and especially to our students perspective and thinking about it from a faculty perspective, I think this is a time to be compassionate.

Donna Ford: And students will be able to explain for this semester it last semester, probably even next semester, why they took sub such options and I

Donna Ford: Like 911 and other tragic events, people will be I think we'll be able to look at the transcript and see why certain decisions and may have been made. But anyway, for me, as the time to be compassionate and faculty are here for students and

Donna Ford: That's just a sound fella right now hope that makes some sense. Excuse me. Absolutely.

Russell Hassan: Good comment on

Russell Hassan: On this

Susan Cole: Yes, so

Russell Hassan: So I have to just comment so you know one college has already said that they're not for it. Right. So I'm trying to imagine a situation where, you know,

Russell Hassan: A 30 or 40 engineering student was having trouble at home or, you know, having issues with with, you know, internet connection. So answer.

Russell Hassan: And a lot of times these students are low income students, right. So, so my question then is, if, if

Russell Hassan: The college that decided that no, they're not for it and they say that none of those things, none of those cases, we're going to entertain. I mean, that will also create a problem for that student or a group of students in that college

Russell Hassan: So how are you going to address that issue.

Susan Cole: Gerald Gardner.

Jared Gardner: I think the way I would address it is again to come back to the spirit of the original proposal that that came out of

Jared Gardner: CSP, which did not include the amendment, the, I guess, the College of Engineering came out as being against that. But if we pass it then.

Jared Gardner: They are not going to have a say in whether the students can use this for G and non major electives. And we kind of already know it's a foregone conclusion that

Jared Gardner: That day, and maybe no college will extend it to major classes, that's

Jared Gardner: The point of royals amendment as I understood the spirit was to not make that decision now and very may very well be that no college chooses to extend that and there will be

Jared Gardner: No in equities, but we can't. I think control the fact that there will be some differential in terms of which colleges choose to extend that option two majors and minor classes, but this the passing this resolution will at least ensure equity in terms of G and non non major electors.

Susan Cole: And in response to questions in the chat from Rick Simmons about the rule replying to professional schools.

Susan Cole: At this point, that would be a college by college decision. So only geez and true electives which generally don't apply to graduate students and professional students would be

Russell Hassan: Just university wide. If I can just add one comment to that, I think you'd be good if there is some sort of communication from the Provost Office to all colleges that we should exercise as Donna said, compassion, right. So, and when we make decisions.

Susan Cole: Maddie Carson

Maddie Carson.363 (she/her): Yeah. Hi, I'm just to the point about how everyone is saying it's a lot of people are commenting and chat about how professors can be accommodating to individuals as well. I had an experience where I accidentally turned in.

Maddie Carson.363 (she/her): A just a blank exam on accident total on accident me with technology, right. We all have those days, but um but I turned in the exam. It was blank and I

Maddie Carson.363 (she/her): Talked to my professor on a one on one basis and she gave me a zero.

Maddie Carson.363 (she/her): I'm a pass. No pass would have been amazing to have at that moment, just because that grade did not reflect who I was as a student.

Maddie Carson.363 (she/her): I took the exam. Seriously, I turned it in on time. But in the end, and I had proof about what time I submitted it

Maddie Carson.363 (she/her): To prove that I did do it in a lot of time and had the email. But in the end, she did not listen and I got a zero on the exam. So I just wanted to put that out there that yes, there's a lot of very caring

Maddie Carson.363 (she/her): Faculty members on this call, but not everyone is so just wanted to leave that comment out there.

Susan Cole: Any further discussion.

Susan Cole: On the amended motion.

johnson.9117: Now further discussion to indicate your vote on the common side and then then we'll

report the results.

Ben Givens: That was

Ben Givens: Very quick

Ben Givens: So I see 86 yes is nine nose and one abstain. So the resolution or the motion passes and the resolution passes.

johnson.9117: Thank you. So thank you very much.

johnson.9117: I know it's it's getting a little late, but just wanted to see if there's any old business that we didn't cover.

johnson.9117: How about any new business.

johnson.9117: Any announcements.

Ken Lee: Madam President, thank you. So

Ken Lee: Much for representing the interests of big 10

Ken Lee: Athletics. Yeah, and

Susan Cole: I think Maria Nadeem

johnson.9117: Thank you. Kim.

Durya Nadeem: Hi.

Durya Nadeem: My name is Jerry and I've been always CEO and I just wanted to provide some food for thought for everyone.

Durya Nadeem: I'm high position administrators have had time to take out of their busy schedules to dance and teach karate to students outside of Bricker Hall.

Durya Nadeem: But have not had the time to address the black students who have been protesting for their basic student safety outside of burger Hall for weeks. That's something to think about as we digest the presentations from today, especially the first one by Dr Jeffries, thank you.

Thank you.

johnson.9117: Any other announcements.

johnson.9117: You're being none. This concludes the business of the University Senate and the next regular senate meeting will take place on Thursday, October 22 and the meeting is adjourned. Thank you.

Thank you. Thanks.

Antonio Ramirez: Thank you.

Thank you.

Ben Givens: Thank you, Steve just left. I was going to thank Steve.

Ken Lee: Yes, they gave us some good advice. I appreciate it.

Ben Givens: And I think he was in pretty constant communication with the president through through much of that.

Ken Lee: And that was that nice