Transcript

Team Players: How a small regional campus introduced training and development to staff and faculty advisors using a collaboration platform.

Presented by Catherine Hunko, Transition Counselor & Denise Rotavera-Krain, College Success Counselor & Career Advisor

The Ohio State University, Agricultural & Technical Institute

for

2021 NACADA National Conference

14:54:47 Welcome. My name is Kate hunk o and I'm here with my colleague Denise wrote a very crane.

14:54:53 And we have been working over the past year, on a collaborative platform that we would like to give you some examples of how within our advising community, this collaborative platform is been very helpful and bringing our small regional campus.

14:55:18 Introducing sorry small regional campus, and how we introduce training and development to staff and faculty advisors using that platform.

14:55:30 As I said, I am Kate unco and I've been in education for over 20 years teaching in a variety of subjects. And also, In an administrative capacity as faculty chair curriculum leader mentor

14:55:43 or member, you name it, and I'm currently the transition counselor at the Worcester campus. And the last leg of advising for the students after as they are going on for their four year degree.

14:56:03 I'm also the coordinator of the general studies and an instructor for general studies and Denise Would you like to introduce yourself. Yeah, sure. So hi I'm Denise Rivera crane.

14:56:20 I'm the college success counselor and career advisor here at a TI. I've been in higher education for about 20 years, and in that time I've taught courses I've advised students provided students support and work with them on their career development.

14:56:33 In addition, I am the academic advisor for the agronomy students here at a TI and I serve as the chair of the retention Task Force.

14:56:43 We're excited to present to you what we've been doing with teams over the last year. And our goal along all along has been to connect the different types of advising on our campus and empower advisors to seek out information for their own continuous professional development.

14:57:01 And overall, our goal is to retain students.
So we developed the advising teams over the last 10 months. And we presented it to the advising community here on the western campus. And so, what it is it's an online platform that, that we're using to improve our advising outcomes and of course what we know about improving advising outcomes, is that impacts college student retention. So, with the Microsoft Teams, we're all equal players.

Teams levels the playing field for the dissemination of information, and for the ability to collaborate together. And it's all of the information that we need as advisors is available to all of us. And this helps us be better advisors and create better relationships with our students.

This also serves as a communication tool for all of our advisors to interact with each other about various topics and full disclosure, we are not representing Microsoft Teams and we are not experts in using Microsoft Teams.

We just want to share with you how we through Microsoft Teams this collaborative platform. We are assisting students in their academic careers. So here are just five reasons why we decided to use teams.

So, I want to share with you that our faculty advisors we acknowledge that they are experts in their field and are the primary student advisors here on campus but we also have advisors who are in the academic affairs staff, so that will include positions such as financial aid advisor student employment academic records, including the work that Kate and I do the advising staff and faculty advisors work together to ensure that our students are fulfilling their course requirements.

We're being collaborative, where we're providing information that is timely and up to date. It's pretty user friendly, and it relies on group source information and encourages engagement between the advisors. And we'd like to mention too that we have been working on collaboration between the advising faculty advisors and the advising staff for a while prior to the pandemic and prior to using teams, but the urgency of the pandemic had precipitated the need for a more efficient way to work. And so, in order to connect all of us on the campus and be able to disseminate information quickly. This was the perfect platform.

Teams enabled us to also allow all advisors to voluntarily add information or respond to information posted.

So what do Wikipedia Barack Obama's 2008 presidential election campaign. Zip cars business model and the popular band Radiohead have in common. Well, they all show the power and promise of human cooperation in transforming our businesses, our government and our society at large. And so what each of these, these systems have created within their company or platform that it's enabled their employees
15:00:41 or members to feel confident and collaborating to improve the outcome. So for example, Wikipedia is a successful platform that for experts to collaboratively share information and it's not static it's, it's always, always being updated.

15:00:59 Unlike a printed encyclopedia. And this is work because of the checks and balances on the platform I'm not sure if you've ever tried to change an entry in Wikipedia, but at some point within about 24 hours, if the information is not correct it will be removed.

15:01:13 Yes. And the Obama campaign was another interesting event because that campaign galvanized a younger generation in voting and campaigning, so his campaign utilize social media.

15:01:34 Asking young people to go door to door for for the campaign. And he also held the town hall meetings incorporating everyone within the meeting.

15:01:44 This galvanized, a young generation, or a group of young people around campaigning, the rental car into street Zipcar is one that needs people to cooperate in order for the useful and quickly exchange of cars.

15:02:07 So this is an example of how people can collaborate and make something more accessible. In the case of Radiohead.

15:02:16 This was a time when most artists were concerned about the costs, or being the costs of their music being downloaded or actually being downloaded illegally.

15:02:30 And so Radiohead actually took turn that kind of on its head and said, you know, we'll put out a suggested price for our music, but really we want to know what the public will pay and most people did pay more than what the suggested price was.

15:02:50 So, based on yo t bankers findings and the penguin and the Leviathan, the human tendency is to collaborate when provided with an opportunity to do that.

15:03:00 And so, it's not necessarily a Kumbaya experience.

15:03:07 Human collaboration can get really sticky and confrontational, but it is a required part of the process. If we all have the same goal

15:03:17 and Microsoft team the platform enables our advising community to work collaboratively so they have the opportunity to get every everyone on board, the information is all there for either for people to read or they can post present, edit, and correct information. If needed, and they can also crowdsourc answers. So this is taking a, a two types of advising communities and bringing them together.

15:03:55 So as bench Benkler says communication is the key to the system success.

15:04:01 That is absolutely true and what teams does is it provides all of us an opportunity to communicate in a number of different ways which includes channels posts and files.

15:04:11 We have a lot of different opportunities for our advisors to engage with each other.
15:04:22 So this is an idea on the screen of what we have that incorporates are full advising community. So the.

15:04:34 Since 1968, the faculty advisor model had been in place, and now we are considered more of a hybrid model where there's the faculty, staff model, including the staff advisors and the academic members that are part of the trio grant on our campus.

15:04:51 The bringing them all together and teams is part of the new model for the advising at a TI.

15:05:04 So, I know what we've probably already mentioned the retention Task Force and the advisor training and development committees I wanted to show you sort of how this all came about.

15:05:15 And so, When I first started here at a TI.

15:05:19 The director and now Assistant Dean wanted us to move the needle on retention and persistence to graduation. And so the retention Task Force was created to address issues that occurred both in academic affairs and student life, the advisor training and

15:05:36 Development Committee came out of that, which is the committee that work together to create this teams to help advisors, improve their skills.

15:05:48 And as you can see the retention task force we had a number of different, different initiatives that we did it wasn't just the advisor Training and Development Committee, but we also did things related to student life and campus culture, as well as things very specific to retention.

15:06:01 So, The advising platform and teams is asking for collaboration and cooperation, but it's not necessarily looking for uniformity and likewise we're not trying to make every single advisor exactly like the other person.

15:06:24 But the format and teams helps to give us a chance to enhance everybody's advising, and the overall advising model at a ti members are presented with a view of the entire advising community within this platform and, and we're optimistic that it helps

15:06:43 to.

15:06:45 It helps to motivate people to engage with the material.

15:06:56 So, we agree with yo to Benkler and the fact that the frame should fit the reality. And so when we say that this is a collaborative platform it truly is a collaborative platform, collaboration, as Denise mentioned earlier does have some risks.

15:07:19 And a lot of those risks, our own personal risk where we are not sure what we can add to the, to the platform, or how it will be received. But as people are using it and as people become more comfortable, and they understand that others are cooperating

15:07:39 in this game. Then, and that's what it is. Then, that is how we begin to have a more robust communication between advisors and the entire advising community.
We do have one example, for instance, an advisor did share a link to an academy podcast called McCotter presents with an episode focused on working with first generation college students. Many people received it well and acknowledge that it was a great source for their meeting one meeting with students.

After presenting these advantages of online collaboration.

Now I'd like to focus on using the system for our advising at Ohio State at our team. So what we can see here is that our objectives include contributing to the student success and retention, which of course being under the umbrella of the retention Task Force is one of our top goals.

But this is also an opportunity to onboard new advisors, as well as introduced professional development for seasoned advisors, and it’s really meant to bridge the connection between faculty and staff advisor so that they develop networks that enabled them to share information. And then of course what we want to do is connect all the things that we’re doing to train and develop our advisors, is to tie everything to the core principles.

So where does a TI fit in the scheme of things when it comes to Ohio State University. All the CFA is Worcester campus or a TI is we like to call it, is a member of the College of food agriculture and Environmental Sciences, which is a college on the Ohio State University campus.

We're also a hybrid of a regional campus, and an extension of the CFA college. So, most colleges and regional campuses at OSU have transitioned to a professional advising staff model. In our case, we continue to use faculty advisors, as our primary model which is a considered a major selling point for parents and students we serve students both within the college and environment, college, and as well as students transitioning to other colleges within the university students can earn an associate's of applied science or an associate’s of of science degree here at a TI.

Our campus has recently undergone a name change. And we are now called CFAES Worcester, and that combines two parts of basically the same campus we’ve got a TI for the undergraduates and then we have the OAR DC, which is called the agriculture, the Ohio Agriculture Research and Development Center. And so a lot of what we're doing is now, combining it so that we are all one Western campus. And as you can see, our campus is on 4200 acres just outside of the town of Worcester, and it's spread throughout the bucolic Wayne County.

It has is, We have a brand new science building which is meant to be used by both sides of the campus. We have opportunities for research and development and learning and our greenhouses are our dorms are actually apartments for undergraduate housing,
and we have an equine center and also other other barns for students to learn hands on and then also we have this beautiful see Chris Arboretum, which the community uses on a daily basis.

So who are we. Well, as you can see on the Ohio map, we are in between Cleveland and Columbus, but we’re in line with Cleveland. We’re in the middle between Cleveland and Cincinnati.

So all the major cities with in Ohio are many of them, not all of them. So we're about a one and a half hours away from Columbus.

And we are a member of a handful of two year agricultural programs in the nation.

We consistently consistently ranked near the top institution, and currently we were named number one.

Community College in the nation. We have 31 programs of study, provide career preparation and maintain, we maintain a 99% job placement rate for all API graduates within four months of graduation, and many students started a ti and then transferred to the main campus, taking advantage of the CFA School of seamless Buckeye experience.

In 2019 there are over 200 HI students that continued on to their studies in Columbus, prior to covert student enrollment included 540 a ti and RBC undergraduates, and 82 graduate students.

So the whole heartedly agree with Charlie not that the issue of student retention and persistence continues to grow in importance throughout the history of higher education in our country.

And so, retention, of course, is a universal issue across all colleges and universities, and we want to make it our main goal at at the roster campus to retain as many students, students as we can.

So what's going to follow our data that shows what the retention situation is for two year colleges across the United States.

So this slide shows the high school graduation projections from 20 1718 to the class of 2031 32 and nationally, you can see that these rates have been on a decline and it is forecasted to continue through the class of 20 3031, except for a pre a brief bump around the class of 2024 25, the pool of high school graduates is getting smaller and smaller.

And on this slide, we can zero into the state of Ohio, so the same projection of time from 2017 2018, continuing on to 2032. We can see that there is also a decline in the state of Ohio for graduation projections.

And so this makes it increasingly clear that our focus should be on retaining students.

This graph is from the National Center for Education Statistics, and the Department of Ed and what you can see here is in pre pandemic times 2018 to 2019 63%, the retention rate for all to your institutions was 63%.
So as a result of course doing the math 37% were not retained. And this was pre pandemic. And so imagine what is going to happen when we start seeing our pandemic numbers, and it will be it will continue to decline as our high school graduation rates decline. So there’s really this great importance for moving that needle on retention and persistence to graduation, and it could mean the difference between whether or not an institution can stay open.

So that, then brings us to this quote, which makes us realize that it could be advising and uniting our advising staff, and faculty on our campus, could be the one of the keys to helping retained students on campus.

Now there are many factors to this retaining students on campus. But we wanted to focus on this one in particular because we believe that the student interactions, is really an important part to retaining them and helping them through a successful transfer through a successful completion, or a transition to the university with student retention in mind also The Ohio State University campus, sorry the Ohio State Western campus, took two very separate advising models and brought them together for a successful experience for our students.

And that is where our consciousness is lying right now is in the advising model, and how to make it a role, more robust experience for everyone.

It is so important for us to make sure that everyone at a ti is aware of how integral academic advising is to retention, and that persistence to graduation is tied to the successful academic advising model that we’re creating.

So, this is the most the most opportunity student will have a student and advisor or in our case, a student or faculty member will have is when they are in a one on one interaction, and then the advisor can really understand the goals and needs of the student, as well as the student than understands the overall mission this, the overall necessity of understanding how college works and how to project into the future, while maintaining their status as wherever they are currently within their status as a college student. So, this supports the advising community. And we are here in Ohio, a ti teams in order advising at Ohio API teams in order to help that one on one interaction.

Of course we acknowledge that training of academic advisors is incredibly important, and our use of the teams, as in this platform serves as a method for training for all of our advice, there’s an API. And we’ve used it in a couple of different ways to provide different interaction options for everybody.

So for example, we have the touchpoint communications which will show you a little bit more later on, which are basically suggested interactions with students, regarding different topics that are timely given the academic calendar.
We also have an API, touch points newsletter that helps dive into the craft of advising, and then of course we have timely updates from academic advising which was incredibly important during pandemic times when things were changing and it continues to be a regular form of communication for us moving forward.

So early on, you know we have been just about a year in this developing this a TI advising teams platform. And so, We then took a survey from the faculty and the students about our advising model on the current advising model at a TI, and the faculty acknowledge the faculty and staff were acknowledging that the lack of that there is a lack of training for advising, and that that means there is a need, and student comments have been that the advising varies based on the advisor.

And from my experience I know that the longer you've been in something, the more that you understand how to deliver that. And because much of the advising is transactional that we need to have the students engaged, and we need to feel engaged to as advisors, and that helps with our goals and as advisors and it also helps us student students goals. So, if we unify if we continue to unify this, the advising staff and faculty on the type at our campus, then it will be a better experience across for all advisors.

And of course, Our ultimate goal is to retain students.

So here is a sneak peek before we go into a live tour of our advising at Ohio State API team. We just wanted to show you the landing page where on the left we have a series of channels on various topics that sort of grew organically out of what were some of the needs of our advisors and what kind of information was important and meaningful to us.

And then up at the top there's a clickable link where you can click posts, and that is an opportunity for everyone who made have a question or wants to post content or wants to answer a question or provide some comments they have the opportunity to engage with whoever is is posting at that time.

So what, ideally what happens is that once somebody post something in a channel or. Yeah, in a channel.

We're all alerted to that post, and it draws our attention into that team so that we can interact with whatever's going on there.

And here's an example on the inside of the channels, you're going to find the files for the channel and then within those files you can put folders and individual files and so this information is there for to be accessed by all advisors.

And that way, if there's something that they're looking for or something that might be that they know that there's information they've seen before they can go to these files and see if it's there.
We also used, I think, Denise mentioned this already but out of this general channel then develop, we developed all these other channels so that's why the general channels probably the most populated at this point.

We wanted to show you some early results from a survey that we that we put out at the end of last semester and then also using the analytics that were available on teams to show the change in activity between the end of last semester in the beginning of the semester. And so what we see here is that we had. By the end of last semester, only about half of our advisors were using.

As of August, we have 45 active at a 56 advisors using teams and so we we think that this is really promising. And we're hoping that that this trend will continue.

And there's another bar graph. And this is an indication of where most people go for looking for information or posting.

And again, the general channel is the most populated at this point, along with advising touch points but in advising touch points there are posts that and files that are important information for advisors to know at the, At that moment, or important information to know for that semester. And so, the other ones, advising meetings, and on course, those are ones that we have been also encouraging more and more for the advisors to refer to, because in on course in particular, that's one of the another platform that the university uses actually not another one but a platform the whole university uses that the advisors need to know how to use it and where to get the most up to date information on.

This is also an indication, this is not an indication of those who just may open up something and read within one of the channels, but we are encouraged that and we feel that people are doing that that they are just opening up things and reading it for their own information without posting.

This is from the team's analytics analytics, and it can show us up to 90 days, how active our advisors were. And so I use the last 30 days, and so that brought us from July 25 all the way to the end of August.

And what we see is that the times of high engagement actually line up with our orientation days so we can assume that our advisors are kind of boning up on their, their advising techniques and all their policies, the policies and and requirements for the students. And then again we have another bump in engagement right around August 15 and that is when some of our nine month advisors returned to work.

And so this is really promising and we're really hoping that this this will continue moving forward also.
15:29:39 So, here’s some transactions within one of the posts of the general channel, and this is an example of sharing time sensitive information we provide resources.

15:29:56 Announcements question and answers, and we generate conversation. And some of these like I mentioned before, the q amp a for instance, is now a specific channel.

15:30:10 So, These are this this example is when we were registering students and advisors one up some up to date information on testing and other questions do with that.

15:30:35 Okay. And so we've been mentioning advising touch points.

15:30:40 All along here and I wanted to give you just a little bit more information about how we use these advising touch points, and this.

15:30:51 a working relationship. And it's also meant to provide them with opportunities to have scheduled communications around the important institutional dates and deadlines.

15:31:10 And so what's included in these advising touch points is talking points so different conversation starters to help get the conversation flowing and so for example this is on week one, it's basically asking if you know the student has read their syllabi,

15:31:26 and whether they understand what the teachers are talking about. And that could, you know answers to those questions can provide opportunities for referral.

15:31:36 Then we also have these links to refer students to different parties who would be able to help them whether they're there for extra help and tutoring or for other kinds of advising, and then, although it's not represented on this particular touch point,

15:31:53 we often have some time critical communications like the drop dead deadline that are important for students to take action prior before that deadline so that they can either get their, their funding back or when they make sure that the the course that

15:32:11 they dropped doesn't show up on their transcript.

15:32:21 And so here's an example of the advising touch points newsletter, and it has our logo on it, and also an example of an article that's posted within the newsletter.

15:32:37 So, it within the newsletter.

15:32:40 We use it for filling in training and developing gap, training and development gaps according to an academy core core competencies. And we also try to engage the advisors in the area of professional development with brief articles that invite the advisors

15:33:00 to further explore so we add in links and other references. And also we try to make them timely informational and there is an art to advising and so we want the advisors to feel engaged and to understand the complexities of the advising of advising the.

15:33:26 As I mentioned before we label all of our posts with the core competencies with Nicola core competencies and some of the recent articles for instance, are supporting students in a new semester would be one article higher education laws is another academic
15:33:47 standards, motivational interviewing develop developmental advising advising special populations and perceptions and actual abilities.

15:34:04 So before we take you on a live tour of our team wanted to talk to you about some new initiatives and future development.

15:34:14 Moving forward, and so I divided them up between in teams and with teams. And so what we found, since, since our team developed organically, we've gotten to the point where we really need to clean up and curate the information so that is easily found by anyone who wants to use it. And this was feedback that we directly received from some of our users. And so we'll start working on that. And, and in addition establishing some engagement norms and so what we realized is some, some people are more savvy than others in terms of how to use teams and there are situations for example when somebody wants to post something but they don't use a tag and so nobody knows it's there.

15:34:58 And so what happens is one of us kind of goes in and says hey by the way, make sure that you read this and then tags everybody and so there's some of these engagement norms and little details that I think everybody needs to get on board with to make sure that it flows really well.

15:35:11 One thing that we haven't explored really at all is actually holding our meetings through the video feature.

15:35:20 Although I think both Kate and I have been in advising, not advising meetings but have been in meetings using teams.

15:35:28 We haven't used that as a meeting platform for all of our academic advisors. So that's something to explore in the future.

15:35:36 The other thing that we want to explore is the notebook feature, and that it's possible storing place for our meeting minutes and I believe the way that you can use it as you can type it in there as the meeting is going on and then it's there for everybody so it kind of reduces the time between, you know, handwriting it and getting it up somewhere you don't even have to upload anything.

15:35:58 So, with teams.

15:36:02 We have rolled out a few initiatives that I'd like to share with you and the first one is the advisor mentoring program. We are in a pilot phase right now with two fairly new advisors who were working with on a regular basis and teams figures prominently in the training process, all of their materials are located on teams and then we are constantly asking them to use teams as part of their training.

15:36:18 The, we're in a by the end of the semester at the end of the cycle we will do some assessing to find out how teams is working for them and what role it played in their advising, with the advising syllabus, this is new for us too.
We rolled that out this year and basically we wanted the students and the advisors to understand what their, their expectations were and what what their relationship is supposed to be like so that they can forge a working relationship.

And that's in that pilot phase and we plan to assess that at the end of the semester as well.

We also use Ruffalo no 11 it's the student satisfaction and satisfaction inventory, and we're going to use that to kind of to advise sorry to assess our advising especially since using using the teams.

And we're also planning on doing retention assessment as well.

Probably using part of our NFL but also some in house assessment tools.

So I think it's important to note here, Denise and I did it didn't occur to me before but Denise and I are on the advising mentoring program subcommittee, and so we actually use teams with another colleague of ours to then develop the mentoring papers and information that was needed so it's not only the end goal of what to use for the program, but we use teams to develop these programs to.

That's a great point.

And now we would like for you to see teams in live teams as live so advising it Ohio State, a ti teams, live, and so will show you how the channels and posts and files interact and how it can be just in time operation.

And in as fluid and the day to day our, our that we need it.

So our first is the General Post and as we have already mentioned before, the general posts really are the general channel had really been one that everything was put into it first because then we were able to disseminate into various channels.

But at this point, we still do post things in the general that have to do with the overall information. So, our director, in this case she just posted something about advisor trainings and where to find them.

And then, and the other one. As a reminder for people to sign up for one of the workshops that we have on campus.

Actually that's kind of meta because that's, that's our dress rehearsal for this presentation.

Excellent. I'm sorry, go ahead. That's okay. So, no, you're fine. So should we go on to maybe academic policies. Yeah, absolutely.

Maybe it might not want to pay to go to academic policies.

So

maybe you should pause it for a second so we can figure out what's going on.
So we apologize for that but it looks like we had some internet issues, and we are now in academic policies.

And so go ahead Denise. Yeah, sure. So, this has been a really important channel that we developed is probably one of the first ones we developed, because of the changes that happen day to day sometimes sometimes our to our during covert about grading

grading requirements and, and the relaxation of some grading.

And so this was where all of that information was posted and here you can see that that our director she, our assistant director she talked about repeating classes the rules, according to that and then also our,

our records person was talking about testing to get for students to test out of certain classes and like I mentioned before, if you notice, Peggy, Peggy is awesome and she, she posts a lot of things but this time she forgot to put a tag the advising at

Ohio State at a tag. And so Carrie ended up finding catching that and and then tagged everybody and say hey everybody see Peggy's message below.

But this is a really useful.

a useful channel for us.

Where would you like to go next you want to do the touch points. Yeah, so let's go to touch points.

So here's our famous touch points and we'd like to open up some of these, they were posted on a weekly basis, and we'll go to week seven.

And then this touch point is to

appointments, either zoom or a currently in person actually to review progress report so they this information can be used for in person also, but it's not only provides links for the advisor, but it also then give some props for the advisor, especially

when you're a new advisor it's good to see what those prompts might be. And then we, there are also links for the students so the advisors can provide this information for the students.

Okay, can we look at diversity, equity and inclusion.

Sure.

So, of course, di has been really important across all of our campuses across the country. And so we developed a channel for us to post various trainings various webinars and articles and podcasts and different things that would help our advisors relate

to all of our underrepresented students. And so, I posted seven ways to fight bias in your everyday life that came from the greater good@berkeley.edu.
There's some of the people who study happiness and. And whenever I can, and whenever we can. We try to attach the core competencies to whatever, whatever it is we're suggesting people will look at. And so, this particular one is for conceptual and how equitable and inclusive environments are created and maintained.

We also have webinars that are put, put on through CFA es and so this was an example of one that I posted. I think math and English placement would probably be a good one to go to because, in this case, this is a place for advisors to go for important information about any up to date, things that they need to know when the math and placement tests are occurring.

There really is not been any posting on this other than. At this point, they. We can't make any changes to it or the postings might be a question about something but at this point, we are most of us use it for purely informational setting.

Should we go to newsletter Denise.

Sounds good.

So this is an example of our newsletter and our administrative person she designed the the header so that we could all be.

So that will punch out and be an obvious announcement.

It also includes our, our logo. And then what we try to do every month is to have three to four very small short digestible articles that help our advisors kind of dive into some of the various aspects of the art of advising so why don't we take a look

at the developmental advising and April.

So, here you can see that we've tagged it with all of the core competencies that are involved in this particular article, and our colleague Keegan she wrote this article and included some resources that are clickable within the article.

And if you go to the second page Kate.

You can see at the end that she has further reading and, you know, these articles are, you know, between two and four pages. so it takes like five minutes to read but it's our hope that our advisors are taking a look at these and saying hey you know developmental

advising sounds really awesome. Why don't I learn some more.

And so we're trying to really just give them a taste and encourage them to seek out more information about these various topics.

So, Last but not least, let's go to professional development.
15:55:00 All of the information that any advisor can find on teams really would be applicable to professional development. And this case this page is for specific posts or conversations about a professional development workshop or training that is currently going on or in the future for the advisors. So, we are preparing for shed so men's visit on Monday and Denise posted some information about trauma informed teaching in covert 19, written by shed and awesome from other information regarding what would prepare us for the workshop.

15:55:26 And I just like to add also, which we haven't mentioned yet before, but in terms of teams, and the way that Ohio State determines different levels of information.

15:55:54 teams is considered s for in in the hierarchy, which means that the information on here is restricted. So, it is more more restricted and safer to us then an email, which is labeled s3 which is private data and so what this means is that the advising

15:56:01 and Ohio State, a ti teams is safer and more compliant to firma and HIPAA than than email and so although we don't use student information in here.

15:56:16 But if we can, we can feel free to talk more generally about a particular student without identifying them, but it is considered to be a safe place to do so that won't jeopardize the identity of the students.

15:56:45 Very good. So, no further ado, we'd like to go on to questions.

15:56:01 Oops. Let me close out of this first

15:57:13 And so, of course we're, we're recording this for you. So we can't do live questions but if you do have questions for us we would be happy to answer them for you.

15:57:43 We have our, our contact information our phone and our email addresses we would love to hear from you. And we really appreciate you taking the time to listen to our story.