TAPDINTO-STEM Workshop

February 22, 2022.

>> SCOTT: We'll get started in just a moment. With a couple of helpful announcements and we'll turn it over to Dr. Overtoun Jenda. Good afternoon, good morning, wherever you are. We'll hold for just one moment and let everyone get connected.

 OK. Welcome, everyone, thank you for coming today. We are recording this meeting as you may have noticed. Live transcriptions are on. The auto-generated transcriptions are on and you can enable them using the closed caption button. If you would prefer a live captionist, there's an external link to CART service that will be dropped into the chat for you so you can follow that link.

 And we have ASL interpreters that will be spotlighted throughout the meeting today. So I'm going to turn it over to Dr. Overtoun Jenda.

>> OVERTOUN: Thank you, Scott. Share screen here before I start. Can you see the slides?

>> SCOTT: Yes.

>> OVERTOUN: All right. Thank you. Good morning, good afternoon, good evening, wherever you are. Welcome to the STEM and alliance webinar, I'd like to thank Scott Bellman for putting this together. And I'd like to thank University of Washington for hosting us.

 My name is Overtoun Jenda from Albany University, and I serve as the PI for the Alliance. My job is very easy. I'm going to try to give you a summary of what the Alliance is all about. Most of you are part of the Alliance, you're familiar with this. But just be patient with me. Just in case there's something that is new.

 All right. So what I'm going to do is I'm going to talk about the partners that we have and then objectives and the organizational structure and an outline and then talk about the leadership team and what they've done so far. Give us a progress on where we are today. Then, at the end, I'm going to ask to introduce, briefly, their partners.

 All right. Here we go. Partnerships, 27 institutions right now across the country. We divided the country into 6 regions. This University of Hawaii in charge of the Islands Hub they call it and the University of Washington is charged of the West Coast hub and Northern Arizona University mountain hub and Missouri-Kansas City in charge of the Midwest but also the backbone institution and that actually helps Albany University run the alliance.

 And then, of course, Ohio State University, the Northeast Hub and Auburn University heads the Southeast hub. And we have government agencies and professional organizations and national labs and industry, they are also part of the Alliance.

 And the keying activities peer and faculty mentoring, provide research opportunities, national labs and internships and industry and so forth. And we're going to hold conferences and meetings and there'll be a lot of networking. That's all the part of the alliance to all work together and we're going to provide student stipend to grad students.

 And then, we have really three primary objectives. The first one is easy to state. We're supposed to increase the quantity of students with disabilities completing degrees at all levels in STEM disciplines. But not just that, not just completing, but the second goal says they should also enter into STEM workforce. A lot of times, they go elsewhere. But our Alliance will make sure they end up in STEM workforce.

 Then, number three is the big one. We need to enhance communication and collaboration with all these stakeholders to address the education needs of students with disabilities. Those are the three focused areas you need to be thinking of as we move forward.

 But in addition to that, each hub is supposed to lead a research study and we'll do that as soon as the IRB process is finish, we'll make that announcement and we'll give you more details on the research studies. In the meantime, you can go to the research website that is actually in the chat right now.

 Our organizational structure, you can't run such a big alliance without some structure. And this here, the most important part of this organization is what we call the local management team.

 And that's a team on each campus. They need to be meeting regularly to talk about what needs to be done on campus. That's the most important piece. And this campus leads will be chairing the local management teams and they'll be meeting as leads in their hub regularly. And that's what we call the hub working committee. So there's a campus leads, will be meeting and they'll be sharing programs and help each other out at hub level. And that group will be led by the hub lead.

 Then, the hub leads from what we call the steering committee and they're supposed to steer things, meet on their own and try to learn from each hub what works and what doesn't work so that we can all be on the same page and move the alliance forward.

 Then at Auburn, the Auburn Registration team is supposed to do the paperwork of contracts and so on, the PIs and co-PIs that are introduced shortly.

 Then, the key piece of our alliance is impact teams. So there are 3 impact teams, one for each of those objectives I told you earlier. And the job really is just to look at what we've done, looking at whatever team is saying and trying to figure out why we're in certain pieces and help us out to come out beta interventions moving forward.

 Then, we will have research team that will be in charge of the research studies that will be done as soon as IRB is approved and the evaluation team, and the needs know how we're doing, essentially.

 Then, I talked about one organization, University of Missouri-Kansas City, they're helping us put things together and arrange meetings and so on. So they play a critical role and they're going to portal there where we're going to put the information for you senior personnel to go there and be able to see what we have already in case you need to read it.

 When the process of forming an advisory board and academic partners group and then academic partners, you, the institutions there, and we'll be adding more institutions by fall of this year. And then, as I said, we are the leadership team that's made up of PI, co-PIs and hub leads. And those meet month to month.

 Monthly once a month and some of the meetings are attended by the National Science Foundation to make sure we're doing what we're supposed to be doing. So you might be saying, OK, who are these? Leadership teams, so here it is or try to go this slowly. I will detail, say co-PI, Auburn University, Carl Pettis, co-PI and David Shannon who is a co-PI and Brittany McCullough co-PI from Auburn University. Those are the co-PIs and PIs, but the folks that do most of the hard work are the hub leads and starting with Kiriko Takahashi leads Islands Hub. And there's that University of Hawaii at Manoa. And of course, Scott Bellman, University of Washington, leads West Coast hub. And Ronda Jenson in Arizona University. And Alex sis Petri leads the Midwest hub. And last but not least, Andrew Buck, Ohio State University leads the northeast hub.

 And they've been working crazy busy. And so what I'm going to do is briefly talk about what progress we've made so far. In case some of you, I'm sure you will all be wondering, what are they doing? When can we start? There's a little bit about what we've been doing so far. The first thing, we are to sign an agreement with the National Science Foundation at Auburn University on how the university's going to run the project and keep in mind this project is different from the other grants that we have because this Alliance is run jointly by Auburn and NSF. Usually, NSF will say leave me alone, but on this one, it's a cooperate agreement, which NSF is the real partner and really help us, guide us on how to do things to make sure we can have the most impact. So we appreciate this arrangement.

 Then, we had to have organizational structure approved, things that I talked about. Committees and teams and then rules of engagement in place a big Alliance, we need to all be on the same page of how to do things.

 And we started IRB process, still ongoing, we hope it'll be done by the end of this semester and then the contracts were issued. Each one of you should have a subcontract by now and we started a strategic implementation plan for the next 5 years that has been developed and we hope we can get approval, final approval from the National Science Foundation this semester and then our institutions had to identify personnel and creating positions.

 So that is fall, fairly busy. And then, this spring, we have impact teams finalized. Some of you will be told you are part of the impact team and I hope you help us doing that work, we appreciate it. And then, we had list of nominees for advisory board and then academic partners to approve and we're proud of that. So be able to, it'll be ready by summer to really run the alliance fully. And today, we have the big event, the webinar, which I'm referring to as a launch, official launch of the Alliance. It is after this, I hope, we will start recruiting students before the end of this semester. So that we can launch the mentoring program this semester.

 Because that's all it's all about. Get students and get them to graduate so they'll tell NSF we're doing what we're supposed to be doing. So with that, what I'll do now is ask my colleagues on each hub, hub leads to introduce folks that they work with. So we'll start with Islands Hub. Kiriko to say something?

>> KIRIKO: Yes, hi, everybody, this is Kiriko Takahashi, thank you for the introduction, Overtoun, I am the Islands Hub lead at the University of Hawaii Manoa. And with me at the islands hub as you might know, Hawaii is pretty far away from Manoa island, but it is one of the diverse state in the whole United States. And we also have a great opportunity of having the land, sea and space grant. So it's a perfect location for doing the STEM activities.

 And we're very looking forward to being part of this tapped into STEM group. And along with me, we have Dr. Robert Stodden, who will be the research colead. And Dr. Mahdi Becaid, he has a passion for data science and a lot of the students will be interested in going into the data science field. So we're very excited to have him.

 Our partner institutions also include the Kap' olani Community College, the University of Hawaii is a systems wide, university wide system and we have multicommunity colleges. And Kap'olani has a strong STEM pipeline and we're lucky to have Dr. Herve Collin a professor in physics with us. And also Li-Anne Delewega who has been mentoring students at the community college site. And we also have northern Marianas College, which is situated in the commonwealth of Mariana Island. And from there, we have Dean Charlotte Cepeda with us. And we're currently identifying a STEM faculty to work, join our hub so thank you, Overtoun, that will be the introduction from the Islands hub.

>> OVERTOUN: Thanks so much. Scott?

>> SCOTT: Hello, everyone, this is Scott Bellman speaking introducing the West Coast hub. Here at the University of Washington, we have Dr. Eric Chudler, Lila Crawford works with us as well, online communication and research leader. Eric Trekell is our UW and hub program operations specialist. And Elizabeth Woolner is working with us on publications.

 At San Diego State University, we are very lucky to have Dr. Mahasweta Sarkar and currently recruiting more people to help in the effort at San Diego State. They're off to a wonderful start down there. And up north at the University of Alaska Anchorage, we have two really well known people up there, Dr. Jennifer Brock as the STEM faculty and campus leader. And Dr. Matt Cullen as a participating STEM faculty .

 So thank you very much from the West Coast.

>> OVERTOUN: Thanks, Scott. Ronda?

>> RONDA: I'm Ronda Jensen and I'm a hub lead for the mountain.

>> OVERTOUN: Can you speak louder?

>> RONDA: Sure. Are you hearing me?

>> OVERTOUN: Just a little bit.

>> RONDA: I was having some sound difficulties before. I'll try and start really loudly and see how we go. Or someone else can go and I'll come back after I fixed my sound.

>> OVERTOUN: All right. Let's have Alexis go first.

>> ALEXIS: All right, thank you, Overtoun, it's wonderful to be here today. I'm with the Midwest hub and also the backbone. I feel like the backbone was well introduced in the beginning so we're going to focus on the hub at this point. With me on the hub is Dr. Jacob Marszalek or research lead and Dr. Fengpeng Sun does wonderful research projects with students. And Jeff Traiger is the backbone organization manager.

 Our second organization is Little Priest Tribal College. Brenda Conaway is the campus lead. And Mark Keck is the STEM faculty member. We're very excited. They're up in the northeast corner of Nebraska. We have University of Wisconsin Milwaukee, Dr. John Berges is a STEM faculty and campus lead in biology. And Dr. Erica Young is the STEM faculty.

 And our neighbors to UMKC at Wichita State University, Dr. Nils Hakansson and Dr. Vinod Namboodiri is STEM faculty. I first met Nils at the University of Washington event. So that is -- we have all come together as a hub and we're looking forward to getting started and the exciting things this project will bring to our Midwest region.

>> OVERTOUN: Thanks, Ronda, I think, you're ready?

>> RONDA: You tell me? Am I ready? Is this better? No, it's not better.

>> OVERTOUN: I think you should use your, bring up your voice like you're singing to the choir.

>> RONDA: Is that it?

>> I find that calling in is often a better option.

>> RONDA: Yeah, you want to pause, again, on me and hop over and come back?

>> OVERTOUN: All right. We've got Andrew Northeast hub.

>> ANDREW: Hi, everyone. Andrew Buck with the Ohio State University. I am joined by colleagues at Gallaudet Universities and Landmark College and we connect the Midwest to the northeast coast. Our hub's research study will focus on supports and strategies that improve outcomes for autistic students and students with autism.

>> OVERTOUN: That's all, Andrew, thanks. At this point, let me do maybe Southeast and we'll come to Ronda. I'll try as you can see the Southeast Hub has a long list there, nine institutions and don't think -- OK. As I said, area we're going to grow the number of institutions, partner institutions. So each hub is supposed to add additional institutions this fall, but as you can see, Southeast Hub is at full capacity. So we're done.

 But, again, Auburn University serves as the lead. I'll only introduce folks that have not been introduced before. So Carolina Dunn is in education. Education . And Keri Hesson most of you have gotten an email from her. She's a business manager. And then some of you know Tamera Massey-Garrett, a project manager. She's working with us. And the rest of the folks you've seen before. And there's Michelle foster who is supporting STEM faculty. And Auburn University Montgomery Glen Ray our campus lead. Columbus State University in Georgia with Monica Frazier, STEM faculty and campus lead. And then, in Tennessee, Middle Tennessee State University Sarah Bleiler-Baxter campus lead working with Chane who is the campus colead. And Southern Union State Community College Steve Owen. And Jeremy Taunton campus colead. And Zhiyong Wang and Govind PZ Menon and at Mohammed Qazi and lastly but not least, University of Tennessee with Suzanne Lenhart who works jointly with Christopher Strickland. That's what we have in the Southeast and on the website if you want to follow up later.

 But now, Ronda, you have no choice but to scream. There. It's your turn, Ronda.

>> RONDA: There we go. How is that?

>> OVERTOUN: Much better.

>> RONDA: OK, excellent. So yeah. I'm Ronda Jensen, I am the mountain hub lead. I'm a associate professor at the Institute for Human Development and Arizona University, the Institute for Human Development is a University center for excellence in disability. And the co-lead with me is Kelly Roberts and she is the executive director. Also as part of our NAU team is Arden Day. Overtoun mentioned each hub is conducting research. And we've added Jamie Axelrod, and at NAU, he's the director of disability resources. And as a fun note, he's a past president of the Association of Higher Education in Disability.

 So we're lucky to have our full team. And we have some other members on our call today. And they are fabulous and I hope at some point you'll get to meet them, as well. This semester, we'll be (inaudible) and Kevin Chase is the campus lead there. At the NAU Yuma campus, we're working with Francisco Villa, he is STEM faculty, clinical professor of biological and natural resource sciences at the Yuma campus part of NAU. And then, we're also partnering with the University of Nevada at Reno. We're working with Randall Owens, the campus lead. He is the director of the Nevada Center for Excellence in Disability. So they also are a university center for excellence on Disability.

 And we're partnering with STEM faculty there and that lead is Mehmet Gumus. And he's there at the University of Nevada Reno.

>> OVERTOUN: Thanks so much, Ronda. It's great. And I think we're almost on time. And I'll stop sharing now. Let's see. OK. The next, I think, Scott, we can just have the teams and those folks start presenting their reports a little bit, right? So if we can -- yeah.

>> SCOTT: That sounds great. You may want to stop sharing there, Overtoun.

>> OVERTOUN: That's what I'm trying to do. I've got too many things on the screen. Did I press the right button? Is it gone?

>> SCOTT: You want to stop share.

>> OVERTOUN: All right. Sorry. See. Stop share. There.

>> SCOTT: Great. And I think -- thank you.

>> OVERTOUN: OK.

>> SCOTT: These are one-minute introductions of teams and boards and I think we start off with Dr. Marghitu.

>> DANIELA: It gives me pleasure to introduce the information about the advisory boards, which consist of really outstanding professional. Members of the board who will serve as advisor to the alliance and facilitate in recruiting additional partners. So far, we have 21 members that were proposed by all alliance hubs.

 Approved by the leadership team and all of our great advocates showing true and I'm really saying this person's ability to true empathy towards people with disabilities.

 Our alliance is surely looking forward to working with each and every one of the board members who are better serving our alliance and our students with disabilities. Thank you.

>> DAVID: You want me to go next? My name is David Shannon, I'm the a Auburn University, I'll be working with the other hub leads on six different research projects, you'll hear a little bit more about them in a bit in the next segment. But they're all led by the hub leads and some of them have support at their local hubs who coordinate this research effort. So I expect a lot more to come from this alliance over the next few years.

>> OVERTOUN: Thanks, David. Impact team.

>> BOB: Thanks, Overtoun. Good morning, everybody, in Hawaii, anyway. I'm the -- my name is Bob Stodden, and I'm the Islands hub coleader with Kiriko. I'm also the past director of the Center on Disability Studies at the University of Hawaii at Manoa where this hub is located and I'm leading one of the impact groups, three impact groups, which are unique groups that will be conducting reviews from time to time of reports and documents within the alliance.

 And giving feedback to the leadership. And my impact area is collaboration and sustainability, which are at two very important aspects of a center like this. So basically, it's talking about fidelity whether we have the right people, collaborating and involved in the center so that we produce outcomes that are of value. And looking at collaboration, we're very -- sorry, looking at sustainability, it's an issue of whether or not the what we do sticks in the system.

 So we'll be looking at those two things. We have eight members on our impact group. They appear to be very representative of the alliance, different disciplines and issues that we're looking at.

>> OVERTOUN: Thanks, Bob. Mohammed?

>> MOHAMMED: Yes, thank you, Overtoun and hello, again, everyone. So the degree production impact team consists of one STEM faculty from each hub site. And along with the two co-chairs Dr. Andrew Buck and myself. And this particular team will use information provided in the quarterly annual and evaluation reports to examine the fidelity of implementation of the degree of production and interventions and determine opportunities for improvement.

 And the team will then make recommendations to the lead institution which is Auburn University to the submission of the team for consideration.

>> OVERTOUN: Thanks, Mohammed. Kelly on the workforce development team.

>> KELLY: Good morning/afternoon, everyone. I'm Kelly Roberts the executive director for human development at Northern Arizona University. I am leading the workforce hub which consists of about 8 people from across the network. And this is being co-led with Ronda Jensen from the Mountain hub and Scott Bellman from the West Coast hub.

 We're trying to set things up on a quarterly basis to have regular meetings quarterly and then, some of our outcomes would be presenting on employment and workforce at the 2022 Alliance Wide webinar series promoting the existing literature, and moving existing literature forward as it relates to STEM workforce for students with disabilities.

 Collect, disseminate creative ideas from our partners garnering new possibilities that align with the Alliance and the needs of the workforce. And reviewing overall the work that we're doing and making recommendations to the administrative team for the alliance. Looking forward to working with some of you. Thank you.

>> OVERTOUN: Thank you so much for agreeing to lead these teams and these groups. It's very much appreciated. All right. So now, next, we're going to listen to the three folks that actually put together this bridge mentoring model over the years so they'll be able to share with us what this Bridge Mentoring Model is all about. And you're sharing the screen, I'm glad I'm not touching that ever again.

>> DAVID: Can you see it all right?

>> OVERTOUN: Yeah, I think, again, Carl Pettis, Mohammed Qazi and David Shannon will talk about this model that is based on over 30 years of mentoring and this is a combination of it saying this is what it ought to be and we picked up some ideas from when we're working with minority students, low income and things that didn't work and were able to tweak it there and work so much better when we talk about universal design, we'll use this model, now, for everybody.

 But this model will not be at this point. Not for our experience working with students with disabilities. So Mohammed, can you take over?

>> MOHAMMED: Yes, sure, thank you very much. I'm happy to start this presentation. And then, Dr. Pettis and Dr. Shannon will complete the slides. So what we'll do here is go over some of the main points, the main characteristics of this bridge model. This is a model that we are all expected to implement on our Tapinto campuses. And it's a sense of belonging in the academic environment by fostering, like, fostering communications and interactions amongst the peers in the project and fostering interactions between the participants and the faculty mentors.

 And sensible longing is very well known to stimulate this persistence to degree completion and also success in the academic. So our participants will be grouped into two very supportive communities based on their classifications. So the freshman and the sophomores will join the bridge to the baccalaureate program. And the Juniors and seniors in the post baccalaureate programs. And each of these two mentoring structures will have faculty mentors assigned. They will meet with the students regularly, help them integrate in the academic community and make sure that they are able to succeed in their degree programs.

 And for students who are in the Bridge to the baccalaureate program, their goal is the bridge for the post baccalaureate and those on the bridge to the post baccalaureate, their goal is to help and transition to other STEM workforce or graduate school instead.

 So this is the, what makes up the horizontal mentoring aspect of the program. And then, this particular model also has the capability of hosting vertical mentoring to these mini little cluster groups, these are little teams that are made up of between 4 and 8 students. One from each classification and the idea for them is to meet once a week or so. And this time without a mentor present so that the students have kind of a safe zone to discuss topics in particular that they may not feel comfortable discussing with a mentor present.

 So this is a quick overview for now of the Bridge model, and we'll come back a little later with some specifics. David, the next slide, please.

>> DAVID: Can you see it better now?

>> OVERTOUN: I was thinking, if you could click that bell thing.

>> DAVID: Right there?

>> MOHAMMED: Up one.

>> DAVID: I just did. No? I'm seeing -- it's really big in front of me right now. Looks great.

>> MOHAMMED: You can try file and start slide show.

>> DAVID: I'm worried what screen it's going to go to, but --

>> OVERTOUN: I worked on that this morning. So -- click over here.

>> DAVID: I thought we were there.

>> OVERTOUN: You've got a cheap computer.

>> DAVID: No, I've got like four screens here and I'm trying to figure out where. It's filling my entire screen in front of me right now. Is there a place I should be going here? Technology is part of our grant. It's going to help me out with this, I think.

>> OVERTOUN: What about view? I think we can still see this. OK. Just --

>> DAVID: OK. All right. I'm ready to push the next button.

>> MOHAMMED: All right. That's OK. Thank you very much. So the success of this model lies in its ability to bring students with disabilities who are in the program kind of out of isolation by engaging them all in a supportive community and which in turn generates the sense of belonging among the participants. On the campuses and in STEM. And the model is also designed to expand students' networks, both on campus through the various interactions they're going to be having with their peers and faculty mentors and also, off campus by participating in conferences and workshops and research internships.

 And the historical impact of the has been significant. Locally in east Alabama and then, later, through the implementation of the pilot which expanded the RBE to the more broader Southeast region. And we noted significant improvements and increases in efficacy amongst the students of disabilities whom we supported.

 They were able to make meaningful connections with faculty and peers. They were able to, again, increase knowledge and interest in STEM research and implement opportunities and increase academic self-efficacy and intention to persist in STEM. Next slide, please.

 So before we can implement the model, of course, we need to have students in place. And we're going to start that very, very soon. Just tell a little bit about what that involves. So we are going to have in application packet already. It'll consist of a cover letter and a program flyer, which will provide information about the program. And the students will be able to apply using an application form that we'll prepare for them.

 And then, the idea is to for us to do what we've been doing traditionally is to send these applications to all the STEM majors at our institutions and because that to their home addresses because that engages the parents, in particular, and they will, hopefully, encourage the students to apply if they qualify for the program. We've experienced that particular approach works the best.

 Next slide, please. As far as eligibility requirements, of course, the student must be majoring, yes, in a STEM area, either pursuing an associate's degree or undergraduate degree. Satisfy the residency requirements and have a minimum GPA of 3.0.

 Next slide, please. Then, of course, the student has to-up, we would like the student to stay in the program long-term. In order for the students who maintain eligibility, they must continue to participate in all project activities. They must, of course, not leave their STEM discipline. Stay in a STEM discipline. And maintain a minimum GPA of 3.0. But we will also consider continuing those students whose GPA does fall a little bit 3.0 around 2.8, especially, those who have special needs and as recommended by the office of accessibility.

 We will provide compensation to every student who participates in the program. It'll be a prorated stipend of $1,000 per year up to four years depending on, you know, the amount of participation they have in the program. And those who will be kind of like high achievers, we will recommend them for summer research experiences or use industry internships and study abroad programs.

 Next slide, please. And this particular view is kind of the visual of the very first slide I presented. It kind of gives some additional information about the timings of each of the bridge activities, the -- so you can see the bridge, both the bridge to the baccalaureate and post baccalaureate must meet the second and fourth months of each semester.

 And you can have a look at the various activities that the mentors will be leading. The discussions on. The ones for the Bridge to the Baccalaureate, that's the freshmen and sophomore. Those are particularly topics that are designed to help students transition from high school to the college environment. And then, those topics that are for the bridge to the post baccalaureate are designed to help the students transition from college on to the workforce or to graduate school.

 And then, we also have a situation where we will bring these two communities together. The first month and the third month, so the first month, we will have like a meeting with all of the two bridges where we'll discuss the program goals, the expectations, talk about the university resources. And then, we meet, again, month. The third month all the bridges together. We usually typically bring a guest speaker from other university and alumni.

 And then, note in red, that's the vertical cluster groups which consist of one student from each classification. And they're supposed to meet weekly on their own. And I think that pretty much that's it. And this is really an adaptive program in the sense that it is tailored to the evolving needs of the students. And the students can enter other direct -- so I think they can start other in the bridge to the baccalaureate and move up or enter the program as members of the bridge to the post baccalaureate and transition to the workforce or graduate studies. Thank you.

>> CARL: Greetings, everyone, and I'll move through rather quickly. I think I would categorize this as maybe a drilldown of the slides that Qazi went through as it relates to the roles and responsibilities of mentors at the home institutions. Of course, handling the scheduling of the bridge meetings and soliciting ideas for discussion.

 Please know, you won't be in a situation where you are without topics because the students will definitely help to supply some of those things. And one of the things I wanted to start -- I should have started with is actually, bulletpoint number 4 is the one that stands out the most for me. Mentoring should be viewed as an alliance between the mentor and the mentee. That's going to be very important in this schematic.

 And in terms of moving these things forward. Leading different types of sessions for comprehensive support. So two of the biggest words that stand out to me as it relates to our, to the bridge model or relation to the mentorship and the mentors and the mentee's relationship is support but then also encouraging and increasing the students' ability to persist. That would be very important.

 So leading the different types of sessions, leading the discussions and engage in participants from there, sort of like mentoring circles as an example. And you'll see and be able to adapt based upon student needs and variations in their classifications. So it definitely is something that can be fluid. You have the framework but then, you'll be able to adapt from there.

 And of course, as a mentor, assist the mentees in terms of making decisions. I'm sure that this group is full of individuals with experience in terms of being mentors and this just adds to that structure and expands your reach.

 Next slide, David. So roles and responsibilities of the mentees, we need their commitment. And maintaining the structure and the positive reward of participation in the bridge model. That's going to be very important. They need to be open to asking questions so that they can be willing and active participants. Broadening the networks. We, of course, recognize comfort zones, but we're going to encourage the Bridge Model should encourage them to kind of expand. Expand from their comfort zones and find new comforts.

 So it's not you're leaving one behind for some place that is not rewarding or fulfilling. It's going to be a situation where they're opening themselves up to new, to new comfort levels. Encourage the students to be, to continue in the mentoring process outside of the regular meetings.

 That's, again, part of that growth in terms of them staying in communication with those folks who are in the model with them, as well. Next slide.

 So with the scholar cluster, Qazi kind of gave us a glimpse of that with the red box from a vertical standpoint with the freshman, sophomore, junior in participating. The notion of them meeting for two hours a week, which can be adjusted. The idea of not having a mentor present to open up the lines of communication.

 Too often, students don't do that when they have that quote unquote, adult or administrator around them. So give them an opportunity to build their confidence in their peers and that will help them to develop their self-efficacy.

 And everyone needs to be accountable. So after each meeting clusters will provide to the mentor a brief description of their meeting, again, it's meant for them to be able to come together and share but a brief overview of what occurred will be important so we can maintain accountability.

 Next slide. In terms of tracking student participation, what has been a good course of action has been to use the learning management system on your campus to build almost a ghost course, student participants and then be able to track their participation at various intervals in the semester.

 So say there were a set of eight activities. You put eight activities in as if they were assignments and then, check off the fact that those students have participated. That's been a great way of keeping track of what's going on. Student surveys, they of course, will be asked to complete surveys each semester. The evaluation team will be right on top of that. And this will gauge their level of involvement in project activities, also give some feedback on the experiences. And give a chance for them to offer suggestions of future activities.

 Next slide. In terms of, again, being fluid, you will have the ability to adjust the mentoring model to fit local needs. It was very instrumental, kind of gave a global perspective as it relates to the fact of this is not new. This was some great gains were made under the Alabama alliance for students with disabilities in STEM, that was about 2009 when that was kicked off. I can tell you as one of the campus leads in that project, I learned a lot.

 There were, well, I'm not going to call about the -- there were three mathematicians that entered into this arena and I think some great gains were made. I say that humbly. But then, also, we learned quite a bit.. And I've had the pleasure of working alongside them and a number of other professionals as listed when Dr. Jenda gave the illustration of the participants from the Southeast Hub and also nationally. So the mentorship model I think is one that is great and reflective of something we can build upon. Those topics for Bridge meetings, again, you'll be able to adjust to fit the local needs. And within each of the three horizontal bridge and cluster communities, different innovative mentoring instructors can be used there in terms of the activities to topics as well as those hours, as I mentioned, per week.

 Next slide. Dr. Shannon, I'll turn it over to you.

>> DAVID: You give me one slide. I've got one slide left and I can keep us on time, hopefully. Thanks Carl and Mohammed. We don't want to just launch this model and mentoring this bridge and these clusters, we want to learn more about what's working and how we can share that with others, as well. The Alabama alliance and the southeastern alliance, we'll get this on a national scale and tapped into STEM. So you'll be hearing from the evaluation team that's led by Dr. Linda Thurston.

 She's got a rock star team, Lindsey Mason, I'll help out where I can. But they've got so much talent there. They'll be asking the questions about what is working the visiting sites, at some point when we can visit places speaking with PIs, co-PIs through focus groups, personnel, personal interviews, sending out surveys probably going to receive one of those surveys as a pre-programmatic survey. If you have not completed that, please do. And working with some case studies. We learn more about what's going on at individual sites throughout the alliance.

 Each hub as we mentioned before a little bit will be engaged in doing research activity, be led by the hub lead or other research associates at the particular hub.

 There's so much to describe there I'm just going to boil it down to two or three things here. And you'll learn a lot more moving on forward. We're interested in learning about the types of students of these models and their experiences, characteristics. How the experiences, perceptions related to bias and discriminate, stigma, intersectionality of disability, gender, race and all of that. Student levels very key focus of the research. Practices and supports that students are experiencing at their particular site. Which supports are most impacting academic success? What about the relationship between the student's background and perceptions supports? All of that is important from a research perspective? And then, effective models and structures. Supportive structures systems and how they context and those experiences interact and engage with each other to lead to student persistence and student success.

 Transition to the workforce and degree completion. All of that is going to be important as we engage in research. We're laying out plans right now as some people have mentioned before, we're navigating our way through our various institutional review boards. Some have cleared, some are about to clear. Once we have gone through that internal review, we'll have our instruments reviewed for universal design. So we are asking questions in formats from which they are presented appropriately.

 And we will be asking students as well as other personnel in campus to engage the varying research activity. And annually, I would think moving forward, we'll be seeing quite a bit of dissemination from this project.

 Thank you.

>> OVERTOUN: Next slide? Not yet. I think we'll leave that for now. I think we need to hear from Scott Bellman. Talk to us about the complementary national electronic mentoring. Community for students.

>> SCOTT: Yes, thank you. So we have 32 minutes left in our meeting today. I have just a couple of minutes to talk to you about that National Electronic Mentoring Community and then we have about 30 minutes set aside today for questions and discussion. So as I'm chatting away here, maybe think about your questions you might want to ask Dr. Jenda or anyone here on the call today. And we will try to answer some questions and have some discussion.

 Students who are in the alliance are invited to join National Electronic Mentoring Community. And this is a community that has been around for many years. It started in one of the NSF-funded RDE alliances. And it's for STEM students with disabilities who are going through college and into careers.

 And it has two main functions. One function is as a peer mentoring program and so students can ask questions of other students. Sometimes, students who may be just a little bit older than they are, right, so a near peer mentor. And then, we also have mentors in the community who are from industry or who have graduated and gone on to jobs and things like that.

 The way the community works is it's email based and so if a student has a question 24 hours a day, 7 days a week, they can email that question to the community. And whenever someone cares to respond, they'll get one or more responses back. I've been watching this community for many years and I believe every question has been answered. So it is pretty effective. It's a good model.

 Currently, there are more than 200 students in that community and active along with dozens of mentors. And so, we do encourage students to join that community. It's a great resource even if they just read along and see what other students are struggling with, see what other students are talking about. There's a lot of knowledge in there.

 So I will leave it at that, and we will enter, now, into a question and answer phase. And I guess I have a question for you, Dr. Jenda, how would you like to handle the questions? So we have over 60 people on this call. So it seems we'll need to raise hands, I think, to ask a question. And people, I think, maybe might want to put a question in the chat, as well. Do you want to moderate? Pick people, Dr. Jenda ? Or would you like one of us hub leads to sort through the hand raising and chats?

>> OVERTOUN: I was hoping, Scott, you would volunteer to go through the chat.

>> SCOTT: I'm happy to do that if that suits everybody's needs. That sounds great. So please raise your hand if you have a question. You can also enter it in the chat if you prefer. Looks like our first person is John Berges.

>> Hi, folks. Thanks for the introduction and explanation. That sounds great. I currently mentor in our Wisconsin program and we use a Bridge Model very similar. So I can speak to the fact that this works really, really well.

 In terms of the recruitment, we've been talking so far about recruitment in freshman year coming into the program. Most of the students that are disabled at my institution actually identify that disability while they're in the program. And so, for example, the intellectual disabilities, autism and such, that's typically identified while the student is in a program at UWM. And so, I'm wondering how we fit that into this model. Because we may have students who don't recognize that they have a disability or they qualify for the program until they've been here a year or two. So I'd like to know how we might approach that.

>> OVERTOUN: OK. You want to clarify. So most of the, you think most of the students you're thinking of freshmen, their idea of the Bridge Model, you can bring in students at any point. So in other words, if some juniors already there that are in some program, yes, they can come into the Bridge Model right now. You don't just focus on the freshmen.

>> OK.

>> OVERTOUN: But that works well because the juniors help out the freshmen and so on, so -- that will be good.

>> SCOTT: OK. Other questions from our audience? I know that one thing that has come up is people are curious about some strategies and tips for recruiting students into the project. I'm wondering if any of our hub leads might want to share some basics on what has worked for them.

>> I could say something. I'm Suzanne Lenhart from the University of Tennessee. Definitely, it helped to get the director of the student disability services to help you, but another thing that helped me recently because I'm recruiting people right now is I got a student from the past to record a video and then that video was available for students to look at to get an idea, better idea about the programs instead of me just sending out flyers. We had a video made from a student who was involved in the past.

>> SCOTT: That's great. Thank you so much. Any other ideas people might like to share? Some helpful tips or tricks for recruiting students? Thank you, Suzanne.

>> OVERTOUN: Question is, could that video be shared with the group? Scott, I'm helping already.

>> SCOTT: OK.

>> Yeah. Yes. I will get that to the group. I'll get it to Overtoun. I'll double check on that, but I think we can share it. Yeah.

>> SCOTT: That's great. There is a question, too, about the recruitment materials templates and things like that being shared out to the group. Dr. Jenda, do you want to speak to that briefly? About sort of templates and other tools that might be available here in the near future?

>> OVERTOUN: I think I'll let Alexis follow up on that. But the idea is we have some kind of general kind of templates and once you get that application form, our hope is you take that form and put your logo on it so you own it on your campus. You can be able to recruit the bigger community.

 Alexis, you want to add something?

>> ALEXIS: Yes. I actually raised my hand to mention that. That we are -- we have a team of three computer science doctoral students who are building a really wonderful portal. And everything can be branded to your university and you'll have your own log in. So you'll be able to have applications and other things go through digitally using the web. And there's also a built-in feature where students can have the application questions read to them and they can respond by voice or they can type in the answer or they can edit the voice, what the voice picked up. So we will have that full functionality. And we'll be demoing it in about 2 to 3 weeks for everyone.

 So right now, we might be this semester a little bit old school, but we've got some new tech headed our way and we're really excited about that. And excited about supporting all of the great programs.

>> OVERTOUN: And in the chat, now we're doing this kind of verbally, but it would be nice if we could write up something, something written down on this process for recruitment and share with our partners, that would be good.

>> ALEXIS: Oh, absolutely. And we can have, you know, the templates, we'll have a download space. And then, we can also just email them out through the hub. So that you can put your own photos or logos, your own college or university colors on it. You know.

 Like whatever those touches are. That make it personal and comfortable and start that sense of belonging for the students.

>> Hey, this is Isaac Weavers. Alexis, I love what you were saying. I think you were hinting at accessibility without saying the word accessibility. But that is going to be a very key component if you try and recruit students and you don't have a fully accessible process, it says something about your preparation for how you're going to work with students with disabilities.

 So I'm glad to hear you reference it and just, you know, just a cautionary warning and hint to everybody that as you, as you change things, as you think of different ways to brand it and make it your own, please, keep the accessibility component in mind. And there are folks who can help with that.

 There are folks who could, you know, demo a beta or whatever different stuff. But just please, keep that in mind that without an accessible process, you've really created more barriers and that's definitely not what we want to be doing here.

 So in recruitment, too, you also have to think about sometimes you have to try and influence some other aspects of your universities. If you know that, you know, your university may not have the best disable student services office, you might think of creative ways to make sure that students feel fully supported. Because students will leave if they get to a university and feel like the disabled student service office is not supporting them, able to support them. You know, students will leave a campus where they feel isolated and don't feel like they can access the community where they feel lonely, where they feel different. And there's a lot of stuff like that that we all have to really, really be thinking about in terms of how we're going to be invested in these students being successful. Not just getting them in the program, but getting them through, getting them finished and getting them into work.

 But there are some infrastructure things and there are some things that go on at colleges and universities that end up being barriers to what students are trying to achieve. So having our eyes open and trying to make sure we can help students navigate around those obstacles, the loneliness could probably be one of the biggest factors. I'm glad we've got this mentor program going on and that we're talking about it and we're trying to make sure that students don't feel isolated and they don't also get into situations with the academic portion of the program that they can't get themselves out of.

 So just, you know, precaution about, you know, looking realistically about what your university and your college can do to support students and if you see weaknesses, you know, be willing to brainstorm what some of us and things you might be able to do to make sure those students feel fully supported and accessibility is job one. Anyway, thanks.

>> OVERTOUN: Thanks, Isaac, can you briefly introduce yourself. I feel bad I did not -- he's one of our partners, one of the big partners for the Alliance.

>> Don't feel bad. I put this meeting down for starting at 4:00 and ending at 5:30. So my name is Isaac, the Alabama Institute for Deaf and Blind. Long time partner of Auburn University and STEM projects. Just, unique and unusual STEM projects and proud to be a part of this. Thank you.

>> SCOTT: Thank you, Isaac. And I saw a lot of smiles and nodding heads as you were sharing your comments. I think we can all agree. And to take it one step further, we also are focusing on not only fully accessible materials for the students but all of our partners and board members and faculty members and so forth. So we're folding universal design into everything we're doing with the project on all levels thank you so much for helping to guide as we go along here together.

 I do see a question in the chat. I'll share it and then, we'll go from there. It's from Sarah, thank you, Sarah. The question is, with students with such varied disabilities in the program, how should we as faculty members best support or learn how to support the diverse backgrounds and needs of the students? That is a great question. I know a lot of people have been thinking about that. Does anyone here care to start us off with an answer?

>> This is Suzanne, I say you've got to get to know your students. You can't just judge what they need by, you know, talking in like reading their application, it might give you something, but you really got to get to know them so it's going to take you a couple of meetings to sort of find out what they need and so you have to be adapt. And I do feel like the director of student disability services on your campus has got to be your best friend because you've really got to work with them to help recruit and, you know, they have to confirm the students are registered with the office. You've got to be working with them very closely. So --

>> SCOTT: Great. And Dr. Ray, do you have a comment on the same topic here?

>> I was just going to reiterate what Suzanne said. You've got to work closely with your disability service, they are a very great resource to help you with different types of disabilities. They see a lot more than we typically see in the classroom. I also have a question about getting students into the program from both sides. One, from back in 2009, started in the Southeastern Hub, we had problems. How embarrassing.

 We had problems getting people into the program simply because some of the requirements were quite high. Like, we were having trouble filing students with disabilities in STEM that had a GPA of 3.0. We were wondering if there's a little bit of flexibility there. Plus, once word of mouth got out and the program kind of got on, got going, word of mouth was probably the greatest recruiter for us.

 And we were kind of at one point more applications than we had positions, and I was wondering if there's a best practices for how do you deal with competition when you've got more applicants than you have spots for?

>> OVERTOUN: Suzanne can answer that one.

>> Yeah, I just recruited 21, got 21 applications for a nine slots. And yeah, it's tough. Just have to explain to the students, I'm sorry, don't have, you know, funds for everybody and hopefully, next fall, I have more funds.

 Yeah.

>> Do you sometimes let people participate or engage in activities even though they may not formally be --

>> I have to think about that. I could invite them to some of the activities. I think that first I've got to get to know, you know, I'm actually having my first meeting with this semester because anyway, this Friday, but I've got to get to know the nine people I have.

>> Right.

>> And then when we have some speakers or something where it's, you know, I'm going to try to work on that. It's just a tricky thing. Because I think some people will have some resentment, I'm sure. So we'll have to see. It's difficult. I didn't the -- I've been doing this with Overtoun Jenda's program for a few years and this is the first time I've had this problem with having too many people.

>> OK.

>> OK. So I'll probably be learning from it.

>> This will be a good problem to have, wouldn't it?

>> Yeah. Yeah.

>> Thank you.

>> SCOTT: I was going to say part of the advantage of being part of a big alliance with 27 institutions involved is we'll all be learning and growing together. And so, we'll all be making best practices for student selection and student recruiting and those are things we all plan on sharing with one another. Right. So that's part of the idea of the alliance. Right? Is to amplify all of our knowledge and impact by working together and sharing what we know.

>> Thank you, all.

>> OVERTOUN: And just go back to, I think, you talked about how faculty member can support students, get to know them. And that's key. But what we've seen, I think, I'm seeing is once you know a student this year, that's what we like to have them for multiple years, the student in the chemical engineering will be a junior and suddenly your freshman with the same conditions has the kind of problems and that's where those clusters are so important.

 We found that students when they talk to each other, a senior telling a freshman, oh, I did that, it didn't work. You know, let's change it and they really do a much better mentoring than you as your faculty member.

 So just pay attention, get to know the students and let them do the peer mentoring and have the regular meetings and where you think come in, you reach out. But most of it, you'll be able to handle it just within the peer mentoring courses.

>> SCOTT: I really appreciate Erica's comment in the chat. I see you've got your hand up, Erica. Her message in the chat in case you missed it reminds us all what a -- this is a two-way street. We need to think about the students teaching the mentors about what they need. Do you want to say more about that?

>> No, I had another question, actually. Related to what you were saying about how we can all share resources and help each other with the experience and it sounds like some of you have been working together across campuses already whereas I'm kind of new to this program. So I just wondered if you could elaborate a little bit on the mechanisms in which we'll be able to share information. Someone talked about some sort of a share drive or something. But other than these meetings, how else can we as just starting out trying to set this up access some of the expertise that you were all kind of sharing and expressing now? That would be great if you could talk a little bit more about that. Thank you.

>> SCOTT: Thank you, great question. Which of our colleagues may want to start with an answer there?

>> OVERTOUN: Can we use the portal? I'm going to start there and see.

>> ALEXIS: Of course. Yes. We will be able to use the portal. And one of the wonderful things about having the doctoral computer science design team is we're going to be very responsive to everyone's needs. And you know, we'll be able to add things in a way that is helpful. So we can share very informally kind of best practices when someone discovers something that worked really well. They could just hop on and share an icon, a discussion board or something. And then, there'd be the opportunity to follow up or to post a question and say, we need help with this aspect. Those of you with more experience, can you help us out?

 So we will be building in a lot of those features and making them accessible, easy to navigate and not, you know, too time consuming so that, hopefully, everyone will be sharing and not, you know what I mean? They're only as good as the information shared on them. So we're hoping to make it easy and as enjoyable or satisfying experiences as that sort of thing ever can be.

 So --

>> OVERTOUN: And Erica, that's why you have these hub leads to make life difficult for hub leads, and if there's something you need to know what's going on, pick up a phone call. That's how, you know, find that a lot easier. I'm stuck over here. You know, what do you think? Each one of us have experiences doing this. We're all going to continue to learn from each other. Do not hesitate to make the phone call.

>> SCOTT: Every 60 days we'll have a webinar to have a conversation. And in the evaluation today, one of the questions is, what would you like to see as topics for the future webinars? What would you like to discuss more and dive into more? And those are places we can share knowledge, as well. Any other thoughts?

>> OVERTOUN: Yeah, a good comment from Linda.

>> SCOTT: Linda, do you want to share your comment?

>> Yes, I was just -- I sent this to Overtoun, I was asking about the program mentoring, the program guide and mentor guide they've been working on that's based on the experience of the last two NSF grants using this model. And I think that gets distributed that will have a lot of the information all of the experts you've heard from today who have been doing the program for couple of decades are putting all of their good information together with that. So I think that's going to answer a lot of questions.

>> OVERTOUN: That's why we need Linda, we all forgot about that. We have a manual. Thanks. Yeah.

>> SCOTT: OK. I'm looking through the chat here. If you have a question, feel free to raise your hand. John points out the GRE prep was mentioned a couple of times and many institutions have abandoned the use of GRE. And so, I'll read the comment here. Preparation for interviews is a great thing to work on. And we now do that as a replacement. So I'm sure there are real accessibility dimensions and interviews to explore. So yeah, absolutely, John, thank you for that comment.

>> OVERTOUN: What's the topics for the next webinars?

>> SCOTT: Yeah, one of the questions in the evaluation form for today. And here's a question from Dr. Sarkart down at San Diego. Would you like to say your question? Or would you like me to say it?

>> I can say it. Thanks, Scott.

>> SCOTT: Would it be possible to have shared programs over Zoom which students can attend maybe from the hub lead institutions? And yes, great question. And I have an answer but I'd like to invite one of the other hub leads or someone else to share their perspective.

>> I just want to before I get an answer, the reason I'm asking this question is when I reached out to the disability center, we call it our Success Center and discussed this with you, Scott, before, they wanted to know why are they leasing their students to me? What am I going to do with them? How is their time going to be spent? And what are they going to get out of the time they would be spending with me?

 So as Erica said, I'm new to this, also. So instead of just having 8 students come together with faculty, myself and, you know, maybe another graduate student to mentor and discuss things, it helps if I can have more for them in terms of experiences and therefore, the request of, you know, what is UW doing? What is Auburn doing? And, especially, in today's time in age with Zoom, would it be possible to have shared experiences like that for the students? I think it adds a lot to their experience and the following cohorts would also be excited to be part of this through word of mouth if the students coming in have something valuable to share.

>> SCOTT: I'm so glad you brought that up. Thank you so much. Nice to see you today on the call. Yeah, so from my perspective, I'd love to hear what some of our other colleagues have to say. Just from my perspective. Each year, we're going to do a research seminar for all of the students in the alliance to come together and practice talking about their research, practice talking about their learning and STEM. All of the students as we mentioned will be invited to the National Electronic Mentoring community. And it's built into this alliance that we promote all kinds of things to the students throughout the year.

 Like the leadership talks and other kinds of leadership conferences and opportunities. What are some thoughts from some of our other hub leaders and others about sort of the bigger package that these students are getting? Because there's a lot, in my opinion, that they receive when they sign up to join the alliance.

>> I like to say, I'm Monica Frazier, Columbus State University, and I want to say if we could use the portal that may be a central location, if someone is having an event that they could possibly post it there so people could see what's going on. In terms of planned activities, that way, it would open it up and allow other institutions to participate if they so choose to. But one thing I did want to mention directly to Dr. Sarkar, I understand, I had the same issue at first. Ours is called the Center for Accommodations and Accessibility now. And they were so protective of their babies, as they would call them because they just wanted to make sure no harm came to them.

 And so, you like myself, I would say, just using myself being this outsider coming in and wanting this information. It's like, you know, they're like so cautious of handing over their babies to you and so, for me, it was really building a relationship with that office and the director of the office, letting them see that I was genuinely an advocate of theirs such that even when me as a faculty member has a student in my course working with them intensely to make sure that I do everything I can for the students that are in my course and then, that way they can see that I really am an advocate and over the years, it's come to the point where they completely trust me if I come to them for anything, they're like, oh, my gosh, you're so supportive of the students, you're awesome and it's easier for me to get information from them.

 But I think it's going to take either you or someone that you're working with that has a really good relationship with them to build that trust, to build that bond so they know that you really are going to take care of the students that are coming from that office.

>> Thank you, I really appreciate that advice.

>> SCOTT: OK. Well, thank you so much, Dr. Frazier, for those comments. And there is some travel money in many of the budgets for students who wish to travel locally to conferences and participate in STEM research or other leadership activities. So I think there's a lot for students and we'll try to all work together to define that a little more clearly for people. That way, when you go to that DRS office, you can have this list right in front of you like here are all of the things the students can tap into. And we've built a pretty robust list, I think, from my opinion.

 Well, I want to honor everyone's time today. We're at 2:29 and I'd like to invite everyone to do the evaluation today. There's a link in the chat if you just have a few moments to follow that link and do the evaluation, it will help the Alliance improve the webinars for the future. We're going to do them every 60 days, so the clock is already ticking to plan our next one.

 And for those of you that just feel like you just didn't quite get your question answered today, you can stay on past 2:30 for a few moments and we'll see if we can get some answers for you. Everyone else, I'll let you send us out, Dr. Jenda.

>> OVERTOUN: Thank you so much for finding the time to do this. And the Alliance now is officially launched. So start working. And hope to see you in a couple weeks. OK. Thank you so much. Bye.

>> SCOTT: OK. Anyone have a question that just can't wait? We'd be happy to get you answer right now if you'd like.

>> OVERTOUN: Not the ones on now just preaching to the choir.

>> Scott, I wanted to follow up, I think it's a great idea to do some sort of annual summit for students to come together. But I want to reemphasize that access STEM the national e-mentoring is a great way for students across our institutions to find ways to meet and interact and build their network. So I wanted to plug that for you, as well. And follow up on that idea of conferences. So at Ohio State, every spring we offer the multiple perspectives conference, which is a conference focused on disability-related issues.

 Great opportunity for students to submit proposals for presentations and use their travel money to come visit the beautiful State of Ohio.

>> SCOTT: Yeah. Yeah. Thank you. Yeah, I agree. That's great. Like I said, I think there's a lot of cool things students will be able to do once they get involved. You know, a lot of it is all about who you know and building your network, right, and building your social capital and hopefully, this project will give students a lot of opportunities to do those things. OK. Well, I'm just watching for one last raised hand and if we don't see one, we will move on with our day. But please ask if you have a question. We'll try to get an answer for you. OK. I think that's a wrap. Thank you so much, everybody, for all of the time.

>> OVERTOUN: Thanks, Scott, for doing this. We appreciate it.

>> SCOTT: You're so welcome.

>> It's been great.

>> Scott if you go to leave, don't end meeting for all.

>> SCOTT: Just tell me what to do, I love that.

>> OVERTOUN: Hope to see you, again, soon.

>> See you in 60 days.

>> SCOTT: See ya later. Bye.