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Now, defining your digital institution structure is one of the main components

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in moving forward successfully with implementing institutional

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hierarchies if you've never done so.

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And it's also important when you re— to reevaluate

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your institutional hierarchy structure, and we'll talk more about that later.

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But let's talk about if you're just getting started.

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So you want to break down your organizational chart, hopefully somewhere,

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someplace on some website or some— in some dusty cupboard on a shelf,

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there is an organizational chart for your institution.

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And it should be the foundation of how you build your institutional hierarchy,

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because you're going to build it in normally in two different ways.

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There are two different sides to an institutional hierarchy.

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There is the academic side, which is the academic breakdown, and then

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there is the assessment breakdown.

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So within your institution, you'll have an academic option and an assessment option.

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Your academic option is  
your organizational chart.

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So it's how your institution breaks down,  
down the process, who oversees what,

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what departments are under what schools,  
what in our institution, and maybe,

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you know, however you manage that and  
however your organizational chart works.

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Your organizational chart  
may be the overall overseeing,

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uh, overall institution.

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Then maybe,  
you know, you have several campuses

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that have different programs,  
uh, and so you may have, you know, the,

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you know, the main campus,  
the South Campus, the North Campus,

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for example.

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So those might be a different unit.

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Units may be schools  
or distinct colleges— the College

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of Business, the School of Sciences,  
whatever it may be.

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Those units can be broken down,  
and you then have your department.

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So departments should normally always  
be the smallest level that you have.

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It should be the main core.

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Institutions should be the highest level that you have,

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and you can have more than one unit.

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So let's say you have, uh,  
On the main campus,

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you have the School of Business.

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Those are both units,  
and under the main campus may be

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the School of Business  
underneath it, but that's okay.

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They're both units, and,  
and they'll be that.

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They can be multiples,  
there can be multiples of those,

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but these three functions,  
there should be one institution,

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there should be one department,  
and then your unit can be

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you know, maybe 2 levels of that.

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But you're looking at Institution 1,  
Unit 2, Department 3.

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So department's the lowest, institution  
the highest, and units are in the middle.

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Hopefully that, that, that makes sense.

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So now that we understand that, we want to establish a consistency in how that works.

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So again, that's when you've got to sit down and think about, you know,

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how does your institutional chart work?

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And where do departments live?

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Are departments moving?

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Have, uh, is there plans for, you know, moving certain departments into a

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different school or a different college?

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But what you want to do is just get those established,

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ensure that you have that correctly laid out and that you are prepared to basically

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kind of put it in, in, you know, in read-only mode, in save mode.

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You know, you've got everything down, you've asked all the questions,

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there's nothing that, you know, might be coming up that might

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require you to change this on a regular basis.

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And these should normally not change.

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These are relatively static processes that most institutions aren't going to see

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fluid movement

But if you are in the process of change,

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let the change happen and then take  
on the role of actually tackling this.

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So this may not be the perfect time  
for you to implement this,

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and that's okay,  
because

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what you've— what you're doing right now  
is understanding what you may need to do,

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what you want to do once it is time  
for you to make the— make

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this institutional hierarchy.

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So Don't freak out if you are  
in a state of flux, because that's okay.

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That's a process that always happens.

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It can happen with changes in leadership.

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It can change fiscal, fiscal situations.

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It can change with just the status of,  
of, of where things are.

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It may be like a cyclical process that's  
done every, you know, 5 to 10 years,

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whatever it might be.

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So then,  
now that we've talked about the academic

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side, we want to look  
at the assessment side.

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So you're going to want to look at how you can map various different pro—

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various different degrees in there,  
because degrees are one of the ways

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that you're going to assess,  
uh, student success.

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You're going to assess your accreditation,  
your assessment team

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when they're wanting to collect data,  
are going to be looking at things like

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degrees and,  
and, and that type of situation.

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So having those academic structures works,  
but you're going to want to tackle

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an assessment structure  
that also works there.

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And, and having them separate  
is going to work, and I'm going

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to show you that here in a little bit.

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So we're going to create— so at the unit  
level,

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so at the unit level,  
we would have academic on one side, and

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then we have an assessment node on that.

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And under the assessment node,  
we would create various different nodes

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for degrees that our institution offers,  
whether that's an associate's degree,

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Associate of Arts, Associate of Science,  
Associate of Applied Science.

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Whether it's a Bachelor of Science,  
a Bachelor of Arts, a Master of Science,

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a Master of Arts, or Master of Fine Arts,  
a doctoral program, Ed.D., or PhD.

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Those degrees, having those in there  
and then being able to align that,

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allows you to be able to— the— it  
starts to streamline

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the processes when you're talking about  
looking at programmatic accreditation,

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whether that's from an external  
accreditation body, whether that's HLC,

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you know, Middle States,  
all of these different

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accrediting bodies that we have out there  
that are national,

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whether that's an accrediting body within  
a program such as nursing

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or physical therapy, those kind of things,  
or just institutional oversight.

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You know, though, having those degree  
breakdowns structures

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within the institutional hierarchy  
and mapping to those will make

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data collection so much easier.

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And in that same vein,

we're going to want to look at our general

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eds because our general eds,  
even though they may not apply

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to a specific degree program,  
our general eds are a foundational

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structure, are the are the skeletal core

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of, you know, our, our student success.

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And so we need to make sure that our  
outcomes and our— we're tracking

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general ed courses as well.

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So we'll want to create a general  
education node and then

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apply courses within that.

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So we're moving on to the next one,  
integrating programs

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and centers of learning.

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I mentioned this earlier,  
whether you— and programs and centers

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of learning can be such things as,  
you know, We're a private Catholic school,

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so we have a, we have  
a Center for Irish Studies.

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We have a center for seminary.

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We have a seminary program.

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And so these type of things may not

be degree programs specifically.

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They, you may get a degree in them or you may not, but they are programs where

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The data— there may be assessment data, there may be evaluations of data to see

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if the centers still need to function.

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Are they meeting their goals or their, their requirements or their

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charter as part of the institution?

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So those kind of things are going to be as valuable within your

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institutional structure.

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So creating programs and centers of learning are also another

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aspect that you may want to tackle.

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And you can tackle those in, in various ways.

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You might put that under academic, you might put that under assessment.

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It depends on how you wish to tackle it.

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I don't have the right answer for you, but I can tell you that some things,

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if they're centers of learning and you're focusing on assessment,

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I'd put it over in assessment.

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If it's a, you know,  
a center of learning that may be happening

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just as academically,  
for academic accountability,

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then you can put it over in Academics.

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But having those dedicated nodes  
ensures that the leaders of those programs

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or centers of learning can,  
can have their delegated management

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and the data collection capabilities  
that we have already spoken about,

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just as all of our academic  
departments have as well.

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So good things to note.

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Securing your different modalities or  
delivery methods, because we don't

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teach in a face-to-face classroom anymore,  
even though a majority of our courses

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at the University of St.  
Thomas are taught face-to-face.

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We do have online, we have hybrid, we have  
various campuses that we

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teach the courses.

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We teach courses internet for,  
you know, international abroad travel.

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So being able to have those modalities  
and understand the modalities are vital

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to be able to manage that.

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We have a department called Teach Online that focuses specifically on our online

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courses,  
and so those

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people who run that department or work in that department need to have access

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to the courses which are taught online.

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So giving them that ability and giving them the access to that without having

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a system-level access  
is a way to ensure that they're,

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they're successful in their jobs  
and they're able to

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address student and faculty concerns  
and issues and do this and provide

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the support that they're,  
you know, employed to do.

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So bringing in the modalities,  
whether they sit in the— and those

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normally will sit in the academic side  
of the house more so than

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your face-to-face or rather assessment.

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Those are going to be  
the important aspects there.

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So, and by doing so,  
you're giving those same tools that we've

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talked about— the ability to manage tools,  
track engagement,

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assess outcomes, deliver support—  
all those things can be done

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through those modalities.

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So the key concepts, you know, those,  
those features really empower,

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uh, can be empowering on the department  
level, on the program level,

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and in the modality and center,  
uh, and delivery models.

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So no matter what it is, it's—  
Institutional Hierarchies is all about

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putting the right tools and the right  
support and the right permissions

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in the right places  
for your users and for your leadership

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and your middle management  
within your institution.

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We're going to touch on in the next lesson  
converting and inputting your

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structure into Blackboard.

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So we're going to talk about  
that in the next lesson.

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I'll see you there.