2014 Annual Registration Meeting

Office of the University Registrar

September 15, 2014
Welcome & Opening Remarks

Scott Campbell
University Registrar
Faculty Access & Staff Access Updates

Rita Vazquez
Associate University Registrar
Graduating Students Roster

EXAM 70100: Lang Exam: French Reading

Graduating Students  All Students

Section: 01
Quarter: SUMMER 2014
Instructor: MAYER, H VAZQUEZ, R

Summer 2014 Deadlines
- Graduating Student Deadline: August 23, 2014 11:59PM
- Regular deadline: September 03, 2014 11:59PM

Additional Information
- Print Version of Grade Roster
- Grading Policy
- Submitting a Partial Roster
- College Incomplete (I) Grades

Submitting Grades & Grade Changes
Please Note: You may save grades for this roster for up to two years OR until the official grades have been submitted to the registrar.

Grades are not yet submitted.

- Graduating Student
To submit grades for graduating students only, click the SUBMIT to Registrar: Graduating Student button below.

You can sort the table by clicking on the column headers.

<table>
<thead>
<tr>
<th>Name</th>
<th>ID No.</th>
<th>Primary Dept.</th>
<th>Yr.</th>
<th>Course</th>
<th>Units</th>
<th>Grade</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DMNITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Roster Total: 1

Please Note: The students listed in the Grade Roster above are officially registered in your section. Should other non-registered students have attended this section, you can indicate names, ID numbers, and grades in the Added Students section on the "All Students" tab. This will not officially register them. The registrar will follow up with the area Dean of Students to review registration.

SAVE Grades in Progress  PREVIEW Grade Rosters

SUBMIT to Registrar: Graduating Student Grades
All Students Roster

**EXAM 70100: Lang Exam: French Reading**

**Graduating Students:**

- All Students

**Section:**

- 01

**Quarter:** SUMMER 2014

**Instructor:** MAYER, H. YAZQUEZ, R

**Summer 2014 Deadlines:**

- Graduating Student Deadline: August 29, 2014 11:59PM
- Regular deadline: September 03, 2014 11:59PM

**Submitting Grades & Grade Changes:**

- Please Note: You may save grades for this roster for up to two years OR until the official grades have been submitted to the registrar.

**Grades are not yet submitted.**

**To submit grades for graduating students only, click the SUBMIT for Registrar: Graduating Student Grade button below.**

You can sort the table by clicking on the column headers.

**Name**

- HISTORY
- DIVINITY

**Yr.**

- THEOLOGY
- HISTORY
- HISTORY

**Course**

- MIDDLE EASTERN STUDIES
- HUM

**Units**

- 

**Grade**

- 

**Note**

- 

**Roster Total:** 

**ADDED STUDENTS Grade Roster for Lang Exam: French Reading [section 01] [SUMMER 2014]**

**Added Students Total:** 0

**Roster Grand Total:** *

**Please Note:** The students listed in the Grade Roster above are officially registered in your section. Should other non-registered students have attended this section, you can indicate names, ID numbers, and grades in the Added Students section on the "All Students" tab. This does not officially register them. The registrar will follow up with the area Dean of Students to review registration.

**SAVE Grade in PROGRESS**

**PREVIEW Grade Roster**

**SUBMIT to Registrar: Graduating Student Grade**

**SUBMIT to Registrar: All Grades**
Switching between rosters

EXAM 70100: Lang Exam: French Reading

Graduating Students  All Students
Staff Access Homepage

Welcome to Staff Access

- Academic Systems Guide
- Administrative Forms
- Administrative Timelines
- Book Orders
- Class Schedules and Registration
- Data Requests
- Departmental Rosters
- Grading Policies
- Graduate Teaching Appointments
  - Add/edit teaching appointments for courses.
- Review Graduate Teaching Appointments
  - 0 teaching appointments have been added or recently updated.
- Rosters and Fast Message Service
  - Section rosters, grade rosters, request photo rosters, send Fast Message
- Student Academic History

Note: You are responsible for the material contained in these class lists. Any disclosure of this information for unauthorized purposes is prohibited. Please review your responsibilities under the Family Educational Rights and Privacy Act (FERPA).
Catalogs and Announcements, Administrative Timelines, Classroom Scheduling and Renovations

Kelly Simmons
Associate University Registrar
Catalog and Announcements

- 2015/16 production timelines
- Consolidated web pages for the current and archived available on our website

University Registrar

Catalogs and Announcements

<table>
<thead>
<tr>
<th>Home</th>
<th>College Catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Graduate Divisions &amp; Programs &amp; Professional Schools</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Deans &amp; Administrators</td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>Additional Resources:</td>
</tr>
<tr>
<td>Policies &amp; Regulations</td>
<td>Admissions &amp; Aid</td>
</tr>
<tr>
<td>Contact Us</td>
<td>Graduate Programs of Study</td>
</tr>
<tr>
<td></td>
<td>Student Manual</td>
</tr>
</tbody>
</table>
New Course Inventory Management (CIM)

Pilot project Autumn quarter
Catalog and Announcements

- New Course Inventory Management (CIM)
- Pilot project Autumn quarter
Catalog and Announcements

- New Section Management (Pilot)
Administrative Timelines 2015/16

- 2015/16 production timelines
- Deans & Administrators: Administrative Timelines

Administrative Timelines

Below are links to listings, arranged in three different formats, of important dates and deadlines for University administrators. These dates are intended for internal use only.

- Administrative Dates & Deadlines: By Function
- Administrative Dates & Deadlines: By Month
- Administrative Dates & Deadlines: By Quarter

If you have questions about administrative dates and deadlines, please send us an email at registrar@uchicago.edu.
Classroom Scheduling System

- Deploying across campus
- Version upgrade scheduled for early November
Harper Classroom Renovation (West Wing)

- Completion Winter Quarter
- Fully upgraded space, technology, lighting, and furniture
FERPA Review

Andrew Hannah
Sr. Assoc. University Registrar

Heather Mayer
Asst. Registrar for Student Support
FERPA Review: What’s New

- All employees are required to abide by FERPA via HR Policy #601:
  
  [http://humanresources.uchicago.edu/fpg/policies/600/p601.shtml](http://humanresources.uchicago.edu/fpg/policies/600/p601.shtml)

- University’s internal auditors have begun to include FERPA awareness and compliance in their surveys.

- FERPA training (on-line) is pre-requisite for all staff who access student systems . . . Gargoyle, Staff Access, Student Data Warehouse.

- A new FERPA tutorial is now available via Chalk . . .

- And a quick review of what is and is not considered “confidential” . . .
FERPA Review: ALWAYS CONFIDENTIAL

- GRADES, old grades, new grades, missing grades, any grades, is there even a grade or not...
- GPA information
- Credits earned
- Courses which the student has or is taking, or is still required to take
- Names of the Instructors of those courses
- Subject of student’s research
- Admission to Candidacy
- Tuition and fees assessed of the student or amounts paid
- Specific financial aid awarded to the student, loans and stipends
- Birthdate (age), Gender (well...), Race/Ethnicity
- Family information, marital status, names and ages of children, roommates...
- Restrictions (if any), Disciplinary Actions...
- If International, country of citizenship
- Anything else... When in doubt, treat it as confidential...
- ANY “DIRECTORY” INFORMATION IF THE STUDENT HAS SAID, “DON’T RELEASE”
FERPA Review: “Directory” Information

- The Name of any student: First, Middle, Last, Preferred
- “Current” Mailing Address and associated phone numbers
- Email Address: The cNet@uchicago.edu address
- Program-of-Study (Degree sought, Department, Major, Minor)
- Year of Study (e.g. College First-Year, 3rd Year Law, AR Year 8)
- Awards and Honors (Dean’s List, Student Marshal)
- Dates of Attendance: When a student started, current or most recent quarter of registration (NOT future quarters)
- Degrees conferred by the University: Degrees, Dates, Fields, Dissertation/Thesis Titles.
- Most recent institution attended, including High Schools
- Student ID Card Photographs, as arranged via University Registrar
FERPA, Student Educational Records, & Directory Information
Announcements

Welcome to the Office of the University Registrar's FERPA Training Chalk Site

Posted on: Wednesday, September 10, 2014 11:15:17 AM CDT

This training site contains a learning module and exam on the Family Educational Rights and Privacy Act. You must first complete the learning module, and after you will be prompted to take the FERPA exam. Successful completion of the learning module and exam will confirm that you are ready to begin working with student educational records. Once you have completed the exam, you will need to send notification to the Office of the Registrar at registrar@uchicago.edu.

You may begin the learning module by navigating to the Information screen or by clicking the link below.

Course Link: Information/FERPA Training for Staff
STUDENT DATA WAREHOUSE
Annual Registration Meeting Update
What is the SDW?

- An application designed for standard and ad-hoc analysis of student-related data

- Uses the University reporting tool, Business Objects, via the Web

- Designed for easy, fast, and flexible reporting

- Currently, the Gargoyle application is the primary source of student data for SDW

- Faculty data comes from the HR system, via the IRF Data Warehouse
What is the Data Refresh Schedule?

- The student data is updated Monday through Friday (e.g. data in SDW on Tuesday morning is Gargoyle’s data as of Monday night)

- The faculty data is updated bi-weekly and monthly
SDW Subject Areas

- Graduate Student Teaching

- Enrollment (“who” are the students)
  - Students and Enrollment in their Programs
  - Demographic and Contact Info
  - Majors and Minors (College)

- Registration (“what” courses are they taking)
  - Course Registrations
  - Section Offering Information
  - Teaching
SDW: Graduate Student Teaching

Includes Summary and Detail:

- Count and List of student instructors
- Teaching positions held
- Courses taught
- GAI analysis (funding, teaching reqmts)

Graduate Teaching By Unit - Summary By Unit

<table>
<thead>
<tr>
<th>Academic Quarter</th>
<th>Autumn 2012</th>
<th>Filter: Non-GAI to 2007+ only</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIV/SCHL/COLL</td>
<td>ALL</td>
<td>GAI/Non-GAI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Quarter</td>
</tr>
<tr>
<td>Total Students</td>
</tr>
<tr>
<td>Total Instructors</td>
</tr>
<tr>
<td>Total Positions Held</td>
</tr>
<tr>
<td>Avg Pos Per Instructor</td>
</tr>
</tbody>
</table>

Teaching/Not Teaching Student Count By Department

Humanities Division (HUM)

Art History
SDW: Enrollment (Information about Students)

Includes Summary and Detail:
- Academic unit enrollment
- Academic program enrollment
- Term record analysis
- Student status breakdown
- Start quarters
- College advisor data

### Biological Sciences Division (BSD)

<table>
<thead>
<tr>
<th>Academic Quarter</th>
<th>Total Students</th>
<th>Enrolled</th>
<th>Not Enrolled</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>LOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 2012</td>
<td>457</td>
<td>456</td>
<td>1</td>
<td>90%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>99%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autumn 2011</td>
<td>452</td>
<td>450</td>
<td>2</td>
<td>99%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>99%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The College (COL)

<table>
<thead>
<tr>
<th>Academic Quarter</th>
<th>Total Students</th>
<th>Enrolled</th>
<th>Not Enrolled</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>LOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 2012</td>
<td>5,690</td>
<td>5,687</td>
<td>3</td>
<td>99%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>99%</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autumn 2011</td>
<td>5,674</td>
<td>5,647</td>
<td>26</td>
<td>99%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>99%</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Biological Sciences Division (BSD)

#### Degree Seeking

<table>
<thead>
<tr>
<th>Academic Quarter</th>
<th>Total Students</th>
<th>College/ Undergrad</th>
<th>Master/ Prof</th>
<th>Doctoral</th>
<th>Total Degree</th>
<th>Post-Doc</th>
<th>Student-at-Large</th>
<th>Lab School</th>
<th>Visitors/ Exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 2012</td>
<td>457</td>
<td>412</td>
<td>27</td>
<td>0</td>
<td>479</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>87%</td>
<td>5%</td>
<td>0%</td>
<td>96%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Autumn 2011</td>
<td>452</td>
<td>465</td>
<td>28</td>
<td>0</td>
<td>543</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>99%</td>
<td>6%</td>
<td>0%</td>
<td>96%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
</tr>
</tbody>
</table>

### The College (COL)

#### Degree Seeking

<table>
<thead>
<tr>
<th>Academic Quarter</th>
<th>Total Students</th>
<th>College/ Undergrad</th>
<th>Master/ Prof</th>
<th>Doctoral</th>
<th>Total Degree</th>
<th>Post-Doc</th>
<th>Student-at-Large</th>
<th>Lab School</th>
<th>Visitors/ Exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 2012</td>
<td>5,690</td>
<td>4,832</td>
<td>0</td>
<td>0</td>
<td>5,824</td>
<td>0</td>
<td>4</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>89%</td>
<td>0%</td>
<td>0%</td>
<td>99%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Autumn 2011</td>
<td>5,674</td>
<td>5,586</td>
<td>0</td>
<td>0</td>
<td>5,686</td>
<td>0</td>
<td>5</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>99%</td>
<td>0%</td>
<td>0%</td>
<td>99%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
College Majors and Minors Summary - Active Majors by Current Year Of Study

<table>
<thead>
<tr>
<th>Academic Quarter</th>
<th>Summer 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Majors By Year of Study</td>
<td>Total</td>
</tr>
<tr>
<td>Anthropology</td>
<td>69</td>
</tr>
<tr>
<td>Applied Math</td>
<td>6</td>
</tr>
<tr>
<td>Art History</td>
<td>31</td>
</tr>
<tr>
<td>Biological Chemistry</td>
<td>50</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>338</td>
</tr>
<tr>
<td>Chemistry</td>
<td>140</td>
</tr>
<tr>
<td>Cinema/Media Studies</td>
<td>23</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>22</td>
</tr>
</tbody>
</table>

Includes Summary and Detail:
- Majors by Year of Study
- Top Majors, Minors
- Major/Minor history

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Academic Unit</th>
<th>Program of Study Name</th>
<th>Joint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2009</td>
<td>OSGS</td>
<td>Liberal Arts Scholars</td>
<td>N</td>
</tr>
<tr>
<td>Autumn 2008</td>
<td>OSGS</td>
<td>Liberal Arts Scholars</td>
<td>N</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>OSGS</td>
<td>Liberal Arts Scholars</td>
<td>N</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>OSGS</td>
<td>Liberal Arts Scholars</td>
<td>N</td>
</tr>
<tr>
<td>Winter 2008</td>
<td>OSGS</td>
<td>Liberal Arts Scholars</td>
<td>N</td>
</tr>
<tr>
<td>Autumn 2007</td>
<td>OSGS</td>
<td>Liberal Arts Scholars</td>
<td>N</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>OSGS</td>
<td>GSAL in Business Courses</td>
<td>N</td>
</tr>
<tr>
<td>Winter 2007</td>
<td>OSGS</td>
<td>GSAL</td>
<td>N</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>OSGS</td>
<td>GSAL</td>
<td>N</td>
</tr>
<tr>
<td>Winter 2005</td>
<td>OSGS</td>
<td>GSAL</td>
<td>N</td>
</tr>
<tr>
<td>Autumn 2004</td>
<td>OSGS</td>
<td>GSAL</td>
<td>N</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>OSGS</td>
<td>GSAL</td>
<td>N</td>
</tr>
<tr>
<td>Spring 1997</td>
<td>SSD</td>
<td>Social Sciences</td>
<td>N</td>
</tr>
<tr>
<td>Winter 1997</td>
<td>SSD</td>
<td>Social Sciences</td>
<td>N</td>
</tr>
<tr>
<td>Autumn 1996</td>
<td>SSD</td>
<td>Social Sciences</td>
<td>N</td>
</tr>
</tbody>
</table>


SDW: Registration  (Information about Courses)

Includes analysis of course registration:

- Student counts in courses by status (undergraduate, graduate, non-degree)
- Instructor counts by type, tenure status, primary dept., etc.
- Count by course subject, course unit

### Course Registration Summary - Alphabetical Listing By Section

<table>
<thead>
<tr>
<th>Quarter(s)</th>
<th>Course Subject (IDENTS)</th>
<th>Course Full Name(s)</th>
<th>Course Subject(s)</th>
<th>Course Name(s)</th>
<th>Xlist Flg</th>
<th>Xlist</th>
<th>Section Parent Full Course Name</th>
<th>Section Parent IDENTS</th>
<th>Section IDENTS</th>
<th>Section IDENTS (Excl Section)</th>
<th>Conf Enrl Count --&gt;</th>
<th>Conf Enrl Count (IDENTS) --&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2013</td>
<td>AANL 10102</td>
<td>Elementary Hittie-2</td>
<td>Y P</td>
<td>AANL 10102(01)</td>
<td>LGN 24700,LGN 34700</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2013</td>
<td>AANL 20120</td>
<td>Advanced Readings in Hittie II</td>
<td>N N</td>
<td>AANL 20120(01)</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2013</td>
<td>AANL 49980</td>
<td>Reading &amp; Research</td>
<td>N N</td>
<td>AANL 49980(00)</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2013</td>
<td>AANL 49980</td>
<td>Reading &amp; Research</td>
<td>N N</td>
<td>AANL 49980(25)</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2013</td>
<td>AANL 49980</td>
<td>Reading &amp; Research</td>
<td>N N</td>
<td>AANL 49980(51)</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Winter 2013</td>
<td>AASR 43000</td>
<td>Modern Enchantments: The Occult, the Paranormal, and the Extraterrestrial</td>
<td>N N</td>
<td>AASR 43000(01)</td>
<td></td>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2013</td>
<td>AASR 70000</td>
<td>Advanced Study: Anthropology &amp; Sociology of Religion</td>
<td>N N</td>
<td>AASR 70000(01)</td>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2013</td>
<td>ADMIN 20100</td>
<td>Teaching in the Biological Sciences Collegiate Division</td>
<td>N N</td>
<td>ADMIN 20100(01)</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Registration Student Count Per Subject](image1)

![Undergraduate versus Graduate Student Count Per Subject](image2)

![SUBJECT Art History - Registration Student Count Per Student Academic Unit](image3)
SDW: Registration  (Individual Student’s Courses)

Includes analysis of student registration:
- Count and history of courses
- Credits
- Student Class Schedules
- Grades/GPA

## Personal Info:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>UCID</th>
<th>First Name</th>
<th>Chicago ID</th>
<th>Middle Name</th>
<th>CNET ID</th>
<th>Preferred Name</th>
<th>Law Grading ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>xxxxxxxxx</td>
<td>xxxxxxxxxx</td>
<td>xxxxxxxxxx</td>
<td>xxxxxxxxxx</td>
<td>xxxxxxxxxx</td>
<td>xxxxxxxxxx</td>
<td>xxxxxxxxxx</td>
<td>xxxxxxxxxx</td>
</tr>
</tbody>
</table>

## Confirmed Registration

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Section Course</th>
<th>Section Number</th>
<th>Section Course Title</th>
<th>Registration Status Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>ARTH 70000</td>
<td>01</td>
<td>Advanced Study: Art History</td>
<td>Registered - Batch</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>ARTH 70000</td>
<td>01</td>
<td>Advanced Study: Art History</td>
<td>Registered - Batch</td>
</tr>
<tr>
<td>Autumn 2012</td>
<td>ARTH 70000</td>
<td>01</td>
<td>Advanced Study: Art History</td>
<td>Registered - Batch</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>ARTH 70000</td>
<td>01</td>
<td>Advanced Study: Art History</td>
<td>Registered - Batch</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>ARTH 70000</td>
<td>01</td>
<td>Advanced Study: Art History</td>
<td>Registered - Batch</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>ARAB 40383</td>
<td>01</td>
<td>Prose Seminar: Maqamat Badi' al-Zaman al-</td>
<td>Audit - Admin Web</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>ARTH 56200</td>
<td>01</td>
<td>Dissertation Workshop</td>
<td>Audit - Admin Web</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>HUMA 50000</td>
<td>01</td>
<td>Pedagogies Of Writing</td>
<td>Registered - Admin Web</td>
</tr>
</tbody>
</table>

## Most Recent Schedule

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Meeting Day</th>
<th>Section Course</th>
<th>Section Number</th>
<th>Section Course Title</th>
<th>Meeting Start-End Time 12HR</th>
<th>Room Name</th>
<th>Building Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2003</td>
<td>Tuesday</td>
<td>GSSC 31265</td>
<td>01</td>
<td>Global Strategy 'Imba</td>
<td>02:00:00 PM - 05:00:00 PM</td>
<td>ARR</td>
<td>GSB Building (unspec)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>Tuesday</td>
<td>GSSC 35120</td>
<td>01</td>
<td>Portfolio Management</td>
<td>09:30:00 AM - 10:50:00 AM</td>
<td>ARR</td>
<td>GSB Building (unspec)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>Wednesday</td>
<td>GSSC 35203</td>
<td>01</td>
<td>Corporate Legal/Intl Environm.</td>
<td>08:00:00 AM - 09:00:00 PM</td>
<td>ARR</td>
<td>Gleacher Center</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>Thursday</td>
<td>GSSC 35120</td>
<td>01</td>
<td>Portfolio Management</td>
<td>09:30:00 AM - 10:50:00 AM</td>
<td>ARR</td>
<td>GSB Building (unspec)</td>
</tr>
</tbody>
</table>

Notes: Red denotes that student has class during that time. Unknown/blank meeting days are excluded in this table. Class times are rounded to the nearest hour.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Meeting Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2003</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>Thursday</td>
</tr>
</tbody>
</table>
### Faculty Teaching Transcript

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Activity Name</th>
<th>Section Course Title</th>
<th>Xlist</th>
<th>UG</th>
<th>MP</th>
<th>D</th>
<th>ND</th>
<th>Total</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2009</td>
<td>ECON 21000</td>
<td>02</td>
<td>Econometrics A</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td>Fox, Jeremy</td>
</tr>
<tr>
<td>Winter 2009</td>
<td>Qtr Totals</td>
<td></td>
<td></td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Autumn 2009</td>
<td>ECON 22000</td>
<td>04</td>
<td>Elements of Economic Analysis-1</td>
<td>43</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>Hubbard, William</td>
</tr>
<tr>
<td>Autumn 2009</td>
<td>Qtr Totals</td>
<td></td>
<td></td>
<td>43</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Winter 2010</td>
<td>ECON 35001</td>
<td>01</td>
<td>Life Cycle Dynamics and Inequality</td>
<td>P</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>Heckman, James</td>
</tr>
<tr>
<td></td>
<td>GNDR 35001</td>
<td>01</td>
<td>Life Cycle Dynamics and Inequality</td>
<td>C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Heckman, James</td>
</tr>
<tr>
<td>Winter 2010</td>
<td>Qtr Totals</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
Access is governed and secured in three areas:

- **Student data is available to administrators in:**
  - Student’s division or school, program-of-study, and (College) Majors/Minors for different details of Student personal data and Student teaching data

- **Course data is available to administrators in:**
  - Either the Course’s unit or subject; Students’ unit or program, and (College) related Majors/Minors; OR Faculty’s division & department
  - Includes Rosters

- **Faculty data is available to administrators in:**
  - The Faculty’s division & department for different details of faculty data
SDW Training and Support

- **Access:**
  - Form found at: [https://answers.uchicago.edu/images/group68/27328/SDW SecurityFormv3.pdf](https://answers.uchicago.edu/images/group68/27328/SDW SecurityFormv3.pdf)

- **Training:**
  - Training link: [https://answers.uchicago.edu/page.php?id=23545](https://answers.uchicago.edu/page.php?id=23545)
  - Tailored school/division, department, or group sessions
  - Individual assistance with ad-hoc query and analysis

- **Support:**
  - [sdw-support@lists.uchicago.edu](mailto:sdw-support@lists.uchicago.edu)
QUESTIONS and THANK YOU!

Suneetha Vaitheswaran, IT Services
suneetha@uchicago.edu

Andrew Hannah, Registrar’s Office
ashannah@uchicago.edu

SDW Support
sdw-support@lists.uchicago.edu
About Campus and Student Life

- 20 departments across University
- 350+ staff
- Serves students in the College, graduate divisions and schools
- CSL functions encompass physical spaces, technology, financial operations, programming, services and emergency response
Key Staff Changes in 2014-15

- AVP for Campus Life & Assistant Dean of the College, David Clark
- OMSA Director & Associate Dean of Students in the University, Karlene Burrell-Mcrae
- Associate Dean of Students in the University for Disciplinary Affairs, Jeremy Inabinet
- Director of College Housing, Sophia Chaknis
- Director of Residential Services, Dominic Petruzzelli
- Planned for 2014-15: Search for new AVP for Student Life
CSL Vision and Strategic Objectives

• Provide an overarching and aspirational vision that is relevant to all CSL departments
• Develop strategic objectives for CSL that leverage existing strengths and enhance areas essential for student success and satisfaction
CSL’s Areas of Focus

- Community
- Leadership
- Ideas
- Place
- Systems
- Impact
- Team
DOS-University: Vision

Build an environment that supports each student’s pursuit of intellectual, professional and personal goals by focusing on—

• Services and programs that enhance health, wellness and emotional well-being;

• Addressing and remediating unlawful discrimination and harassment (including sexual misconduct);

• Providing opportunities for developing co-curricular interests and community engagement;

• Fostering partnerships across the University that support student success and satisfaction.
DOS-University: Strategic Objectives

• Enhance programs and services for student health and wellness to increase number of students served and needs met;
• Develop a plan for addressing the physical space needs of students services and programs;
• Implement a disciplinary affairs function within CSL and grow prevention and education programs to address unlawful harassment and discrimination;
• Clarify and strengthen relationships and collaborations with Graduate Education/GSA and the area deans of students in the graduate divisions and professional schools.
Questions/Comments

Campus and Student Life, 2014-15

Michele Rasmussen, Dean of Students in the University
Academic Information System

Scott Campbell, University Registrar
Amanda Fijal, Executive Director, University Financial Aid
Lynn Barnett, Director, AIS Project Management Office
University Financial Aid

2014 Annual Registrar Meeting

Norma Carmona
Tom Schillo
Department of Defense

- DOD Memorandum of Understanding
  - Partnership with Department of Defense
  - Signed on August 29th
- Primary focus on Tuition Assistance
  - Policy made campus-wide to ensure compliance
    - Areas affected:
      - Registrar
      - Financial Aid
      - Bursar
150% Direct Subsidized Loan Limits

- The University must submit ED processing requirements for:
  - Tracking
  - Monitoring
  - Awarding/Originating
  - Reporting

- This regulation is directed at undergraduate students, but grad programs must report data.
  - Reports have been developed by both the Registrar and University Financial Aid.
Student Loans

• New interest rates for 2014-15
  ▫ Direct Unsubsidized loans increase to 6.21% from 5.41%
  ▫ Graduate PLUS increase to 7.21% from 6.41%

• New Direct Loan fees
  ▫ Direct Unsubsidized loans fees = 1.073%
  ▫ Graduate PLUS loan fees = 4.292%
  ▫ Fees will start on October 1st, 2014
Student Loans

• New Process in awarding Student Loans
  ▫ Students must accept or decline offer of loans on UChicago portal
  ▫ Notifications to students
Welcome ELLIOTT!

Welcome to the University of Chicago online financial aid system!
If you already have a financial aid record established at one of the University of Chicago’s financial aid offices you may:

- View a list of the documents your financial aid office has received from you and see if there are any items still outstanding, and
- View your financial aid awards.

You will use the above tabs to navigate this online system. If you do not see tabs above the welcome message, your financial aid record is not yet available online.

Documents

2014/2015

If you have not begun the financial aid application process, but wish to apply for federal aid—including grants and loans, please contact the appropriate financial aid office:

- College Aid
- Chicago Booth Financial Aid
- Pritzker School of Medicine Financial Aid
- Student Loan Administration (Graduate and Law School students)

If you have questions about your graduate tuition award or stipend, contact your School or Division.
Awards

For each source of funding in your award, please indicate “Accept” or “Decline”. If you would like to decrease the amount you are borrowing, you may make the corresponding adjustment. You may not increase the amount of your award. Once you submit your selection, you will not be able to make any on-line changes. To make further changes, you will need to contact the Financial Aid Office directly.

Your financial aid cannot be processed until you have either accepted or declined your award(s).

<table>
<thead>
<tr>
<th>Fund</th>
<th>Amount</th>
<th>Message</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Work/Study Program</td>
<td>3000</td>
<td></td>
<td>Pending</td>
</tr>
<tr>
<td>Unsubsidized Direct Stafford L</td>
<td>20500</td>
<td></td>
<td>Pending</td>
</tr>
<tr>
<td>University Scholarship</td>
<td>42,801.00</td>
<td></td>
<td>Accepted</td>
</tr>
<tr>
<td>Estimated Graduate PLUS Loan</td>
<td>1235</td>
<td></td>
<td>Pending</td>
</tr>
<tr>
<td><strong>Total Awards:</strong></td>
<td><strong>$67,536.00</strong></td>
<td><strong>$67,536.00</strong></td>
<td><strong>$67,536.00</strong></td>
</tr>
</tbody>
</table>

[Decline All] [Accept All]
Student Health and Counseling Services
Updates

Melva Hardy
Executive Administrator

Marcy Hochberg
Insurance Coordinator
Vision

- VISION
  - To be the model for integrated student health, student counseling, and student health promotion and wellness services across the country
### Our Patient Satisfaction: Student Health

**Satisfaction With The Health Care Provider**

How satisfied were you with the following aspects of your interaction with the health care provider (Nurse Practitioner or Physician) at the Student Health Service

May 2014 (19% response rate)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well the provider addressed my concern(s)</td>
<td>7(4%) 6(3%)</td>
<td></td>
<td>52(28%)</td>
<td>121(65%)</td>
</tr>
<tr>
<td>Length of time the provider spent with me during the visit</td>
<td>2(1%) 2(1%)</td>
<td></td>
<td>51(27%)</td>
<td>132(71%)</td>
</tr>
<tr>
<td>How well the provider explained things to me</td>
<td>2(1%) 6(3%)</td>
<td></td>
<td>47(25%)</td>
<td>131(71%)</td>
</tr>
<tr>
<td>Professionalism of the provider</td>
<td>3(2%) 6(3%)</td>
<td></td>
<td>38(20%)</td>
<td>140(75%)</td>
</tr>
<tr>
<td>Opportunity to share my health concern(s) with the provider</td>
<td>1(1%) 6(3%)</td>
<td></td>
<td>47(25%)</td>
<td>133(71%)</td>
</tr>
<tr>
<td>Competence of the provider</td>
<td>2(1%) 9(5%)</td>
<td></td>
<td>44(24%)</td>
<td>132(71%)</td>
</tr>
<tr>
<td>Wait time in the exam room to be seen by the provider</td>
<td>11(6%) 23(12%)</td>
<td></td>
<td>77(42%)</td>
<td>75(40%)</td>
</tr>
</tbody>
</table>

*187 students responded. n/a responses were removed for each question.*
**OUR PATIENT SATISFACTION: COUNSELING**

### Satisfaction With The Mental Health Care Provider
How satisfied were you with the following aspects of your interaction with the clinical staff (social workers/psychologists/psychiatrists) at the Student Counseling Service?

**May-2014 (21.1% response rate)**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your confidence in this clinician's ability to provide optimal care</td>
<td>2 (2%)</td>
<td>4 (4%)</td>
<td>25 (25%)</td>
<td>69 (69%)</td>
</tr>
<tr>
<td>Amount of time clinician spent with you</td>
<td>0 (0%)</td>
<td>3 (3%)</td>
<td>28 (28%)</td>
<td>68 (69%)</td>
</tr>
<tr>
<td>Instructions the clinician provided about follow-up care</td>
<td>0 (0%)</td>
<td>2 (2%)</td>
<td>20 (21%)</td>
<td>74 (77%)</td>
</tr>
<tr>
<td>Information the clinician provided about medication</td>
<td>1 (1%)</td>
<td>2 (3%)</td>
<td>12 (18%)</td>
<td>53 (78%)</td>
</tr>
<tr>
<td>Clinician's effort to include you in decisions about your treatment</td>
<td>1 (1%)</td>
<td>3 (3%)</td>
<td>18 (19%)</td>
<td>73 (77%)</td>
</tr>
<tr>
<td>Explanations the clinician gave you about your problems or concerns</td>
<td>1 (1%)</td>
<td>4 (4%)</td>
<td>25 (26%)</td>
<td>67 (69%)</td>
</tr>
<tr>
<td>Concern the clinician showed for your problems</td>
<td>1 (1%)</td>
<td>4 (4%)</td>
<td>14 (14%)</td>
<td>81 (81%)</td>
</tr>
<tr>
<td>Professionalism of the clinician</td>
<td>0 (0%)</td>
<td>2 (2%)</td>
<td>16 (16%)</td>
<td>82 (82%)</td>
</tr>
</tbody>
</table>

*101 Students Responded/ n/a numbers are removed from each question*
# Contact Us

Student Health and Counseling Services addresses the health and wellness needs of UChicago students. We are eager to assist you in becoming a healthy and well-rounded individual during your time at the University. To learn more visit us at [studenthealth.uchicago.edu](http://studenthealth.uchicago.edu).

## Student Health Service

**Address:** 860 E. 59th Street (Goldblatt Pavilion Entrance)

**Hours:** M-Th 8 AM - 6 PM / F 8 AM - 5 PM / Sa 9 AM - 1 PM

**Appointments:** 773-702-4156

**Healthcare.uchicago.edu**

**Nurse Advice Line (24x7):** 773-702-1915

## Student Counseling Service

**Address:** 5555 S. Woodlawn Ave

**Hours:** M-F 8:30 AM - 5 PM

**Appointments:** 773-702-9800

**Counseling.uchicago.edu**

**Staff Member On-Call:** 773-702-3625 (after-hours emergency consultation)

## Health Promotion & Wellness

**Address:** Woodlawn Social Services Center

950 E. 61st Street, Suite 300A

**Phone:** 773-702-8335

**Wellness.uchicago.edu**

## Insurance Coordinators

**Address:** Woodlawn Social Services Center

950 E. 61st Street, Suite 300A

**Phone:** 773-834-4543

**StudentInsurance.uchicago.edu**

## DCAM Pharmacy

**Address:** 5750 S. Maryland Ave.

**Hours:** M-F 9 AM - 5:30 PM

**Phone:** 773-834-7002

---

Emergency Room visits incur extra fee and are discouraged except in cases of clear emergency. Students are encouraged to call the Nurse Advice Line for guidance in assessing urgency of treatment.

Twitter: @UChiWellness

Facebook: University of Chicago Health and Wellness
• STUDENT HEALTH ADVISORY BOARD
• 35 members (includes 20 students)
• Reviewed Health Insurance plan design
• 3 subcommittees that contribute information to strategic plan work groups
• Meets 5-6 times / academic year
STRATEGIC PLAN GOALS

**Quality**
- To brand SHCS as an integrated provider of high quality programs and services
- To complete the plan for integration

**Access**
- To enhance stakeholder satisfaction about access to programs and services

**Partnership**
- To expand the number and scope of alliances & partnerships to support student health, success, and well-being
- To present SHCS's novel innovations at regional and national meetings

**Education**
- To teach stakeholders how to be well informed consumers of health care at UofC

**Communication**
- To improve communication strategies to increase awareness of programs and services
STRATEGIC PLAN TASK HIGHLIGHTS

Quality
- Write up protocols
- Peer Review

Access
- Map out check-in and check-out processes
- Map out referrals processes

Partnership
- Inventory involvement in committee across campus

Education
- Develop an SHCS app

Communication
- Create videos and a virtual tour for the website
# 2014-2015 INSURANCE PREMIUMS

## U-SHIP

<table>
<thead>
<tr>
<th>U-SHIP</th>
<th>Dental</th>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>Delta HMO/PPO (12 month)</td>
<td>Delta PPO (12 month)</td>
</tr>
<tr>
<td>Opt-In / Seminary students</td>
<td>Delta HMO/PPO (6 month)</td>
<td>Delta PPO (6 month)</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>$ 3,162</td>
<td>$ 513.84</td>
</tr>
<tr>
<td><strong>Student + 1</strong></td>
<td>$ 6,324</td>
<td>$1,021.20</td>
</tr>
<tr>
<td><strong>Student + 3 or more</strong></td>
<td>$12,698</td>
<td>$1,877.64</td>
</tr>
</tbody>
</table>

*Rates displayed above are for 12-month annual premiums, unless otherwise indicated.*
Updates from the Deputy Provost for Graduate Education

Beth Niestat
Director of Programs and Planning, Graduate Education

Brooke Noonan
Director, Graduate Student Affairs
Office of International Affairs Updates & UChicago Traveler Information

Tamara Felden
Director, Office of International Affairs

Dan Spiess
Assistant Director for International Activities and Postdoctoral Affairs, GSA
Welcome, Daniel Spiess

Your Current and Upcoming Trips

- France
  - France
  - 10/22/2014 - 10/25/2014
  - ✔ Registered

- China -- Beijing Center Event -- November 2014
  - China
  - 11/14/2014 - 11/20/2014
  - ✔ Registered

Your Completed Trips

You have no completed trips
UChicago Traveler Information

Required:
• Name
• Affiliation
• Destination (country)
• Dates of Travel

Voluntary:
• Contact information (mobile, email)
• Emergency contacts in US and abroad
• Purpose of Travel
• Local address and city
• Multiple destinations
Marketing and Communications

- Deans of Students & Deans
- Orientation materials and tables
- Advertisements
- News articles
- Social media
- Contests and Drawings
- Division/Professional school and Department meetings
- Other ideas? spiess@uchicago.edu
Traveler.uchicago.edu

*coming September 18, 2014*
Chalk Updates

Allison Kallo
akallo@uchicago.edu

Chalk Support
chalk@uchicago.edu
773 702 9944
Chalk Upgrade

• Global Navigation
• Robust Content Editor
• Connected Calendar
• Improved Discussion Board
• Better Quiz and Grading options

Take a look
Canvas LMS Pilot

Allison Kallo
akallo@uchicago.edu

Canvas Support 24/7:
844-334-6803
Live Chat
Canvas Help Guides
Canvas Pilot

- Partner with instructors to understand risks, limitations, and opportunities
- React very quickly to trouble/failure/panic
- Uphold security & regulatory requirements
- Iteratively grow at a sustainable rate

Take a look
<table>
<thead>
<tr>
<th>Institution</th>
<th>2010</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>Sakai</td>
<td>Canvas</td>
</tr>
<tr>
<td>Brown</td>
<td>Bb</td>
<td>Canvas</td>
</tr>
<tr>
<td>Chicago</td>
<td>Bb</td>
<td>Bb</td>
</tr>
<tr>
<td>Columbia</td>
<td>Sakai</td>
<td>Sakai</td>
</tr>
<tr>
<td>Cornell</td>
<td>Bb</td>
<td>Bb</td>
</tr>
<tr>
<td>Dartmouth</td>
<td>Bb</td>
<td>Canvas</td>
</tr>
<tr>
<td>Duke</td>
<td>Bb</td>
<td>Sakai</td>
</tr>
<tr>
<td>Harvard</td>
<td>House</td>
<td>Canvas</td>
</tr>
<tr>
<td>Indiana</td>
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<td>Canvas</td>
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</tbody>
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Questions?

Learn more at:

http://academictech.uchicago.edu

Email:

academictech@uchicago.edu
Own Your Identity
CNetID Password Refresh
CNetID Password Refresh

CNetID Password Strength updates

• 12+ character strong passwords (Alpha Numeric, Upper lower, special characters) OR
• A 19 + character passphrase such as ‘correct horse battery staple’*

Benefits

• Harder to brute force & compromise
• Passphrases offer ease of use for mobile devices & phones

*XKCD - http://xkcd.com/936/
Scope of Password Change

Staff in scope

• Staff, staff who are also alumni, and staff who are also students and are benefits eligible

Staff out of scope

• alumni, former staff, and/or staff who are students and not benefits eligible
• does not affect applications/websites behind Shib (Single Sign On)
2Factor Authentication
Introduction to 2Factor Authentication

Two Factor Authentication (aka 2FA)

- Allows for stronger sign on above CNetID & password
- CNetID & Password + Additional Validation

Benefits

- Reduces the vulnerability of a compromised CNet Account
  (user will still need a 2\textsuperscript{nd} factor to login for 2FA protected applications)
- Multiple form factors for user experience and usability:
  - Push notification (yes/no prompt, recommended)
  - Passcode on phone, tablet, SMS, voice phone
Before & After

Just 1 Factor:
Less secure
Easy to compromise

Two Factors:
CNet ID & Password + Additional Validation
Stronger protection for apps with sensitive data
Primary Use Cases

1. User enrollment & management of devices.
2. User Opt-in – allows users to use 2FA for all single sign on (Shib) enabled websites/apps.
3. App Opt-in – Application or Website enforces 2FA regardless of User Opt-in or not (specific integration).
Questions? Comments? Contact us: idm@uchicago.edu
Thank You for Attending!

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