0:0:0.0 --> 0:0:0.790
Ford, Daryl
My fantastic.

0:0:2.410 --> 0:0:5.480
Ford, Daryl
Alright, so we got a pretty tight agenda, so I want to get started and people with trickle in.

0:0:5.490 --> 0:0:26.680
Ford, Daryl
I guess as as they do, I'm does the remind everyone from housekeeper standpoint that we are recording this and it will all Technology Council, umm sessions or meetings are posted online that the IT Technology Council website will put that in the chat as well.

0:0:26.690 --> 0:0:36.700
Ford, Daryl
Just so you have a, you can refer to that later at 4 at share that with your constituents or what have you, but all the Technology Council meetings are recorded and the transcripts are up there as well.

0:0:36.710 --> 0:0:40.130
Ford, Daryl
So no, but I want to thank you for your time this morning.

0:0:40.920 --> 0:0:58.760
Ford, Daryl
The Technology Council obviously is an important Advisory Board to the university, particularly regarding technology issues and and initiatives, and so this morning I want to talk specifically about strategic value and an IT strategic value.

0:0:58.990 --> 0:1:5.270
Ford, Daryl
And so we're gonna talk about some initiative that we've done over the past the past couple of years.

0:1:5.980 --> 0:1:6.470
Ford, Daryl
Umm.

0:1:6.780 --> 0:1:10.370
Ford, Daryl
And how they've basically shown IT strategic value within the university.

0:1:12.760 --> 0:1:20.280
Ford, Daryl
So again, I'm gonna talk a little more about that and how we kind of how we talk about strategic value in IT and how that aligns with the universities plan.

0:1:20.880 --> 0:1:28.240
Ford, Daryl
We're gonna have Steve White talk a little bit about our new virtual labs initiative along with.

0:1:28.430 --> 0:1:30.60
Ford, Daryl
I'm Gary normandin.

0:1:31.160 --> 0:1:36.110
Ford, Daryl
I'm gonna have Robin Levesque talk about the business analytic stuff that we're doing.

0:1:37.40 --> 0:1:44.380
Ford, Daryl
Our Karen Ether is gonna talk about the DI initiatives that we have within the strategic plan I'm watching.

0:1:44.390 --> 0:1:59.590
Ford, Daryl
Have Jerry come back on and talk about the student portal and SO and then we're going to have one of our students who's one of our cyber security interns come in and talk about some of the exciting and fun stuff they're doing within the cyber Security Internship program here.

0:2:3.440 --> 0:2:21.300
Ford, Daryl
Alright, so in terms of strategic value and we talk a lot about treating treating value here in IT and we feel like we we add value by aligning our mission goals and priorities with the university's mission goals and priorities.

0:2:22.120 --> 0:2:24.890
Ford, Daryl
Umm, this slide shows how these priorities align.

0:2:25.520 --> 0:2:29.190
Ford, Daryl
I also invite you to visit the IT Strategic Planning website.

0:2:29.200 --> 0:2:42.770
Ford, Daryl
We'll put that in the chat as well, but so we have the you have the basically the five different pills within the within the university action plan, the academic excellence, engaged learning Student Success 5 and communities, sustainable futures.

0:2:43.520 --> 0:2:50.710
Ford, Daryl
Umm, we've tried to align those the best we can with what we what we've done with our planning, with our planning efforts.

0:2:51.440 --> 0:2:58.100
Ford, Daryl
Now some of this alignment at this, a piece of it, we we also have many more components to that alignment.

0:2:58.110 --> 0:3:0.940
Ford, Daryl
When you look at the plan, the plan is pretty robust and pretty comprehensive.

0:3:1.810 --> 0:3:5.60
Ford, Daryl
So when you look at it, you'll see that there's many more components that align.

0:3:5.70 --> 0:3:18.710
Ford, Daryl
I just kind of picked out a few relative tours, so with academic excellence, we expand the research and scholarship by providing technology, resources and infrastructure support research initiatives, you'll see much more about that on the plan and what we do specifically in that area.

0:3:19.730 --> 0:3:21.50
Ford, Daryl
Now in terms of the gays learning.

0:3:23.810 --> 0:3:31.380
Ford, Daryl
Later on, like I said, cyber security internships, me able to talk about the great work that they're doing there and how that aligns there.

0:3:31.890 --> 0:3:32.820
Ford, Daryl
Student success.

0:3:33.550 --> 0:3:37.10
Ford, Daryl
We support the integration technology and teaching and learning to prove student success.

0:3:37.570 --> 0:3:42.160
Ford, Daryl
I'm like I said, you can see a lot more relative to that within the plan itself.

0:3:42.890 --> 0:3:54.940
Ford, Daryl
And with a like I said later, we're gonna have Robin talk about how we Molly, thrive, the community through data informed through data, informed culture and Robin and talk a little bit about that later.

0:3:55.430 --> 0:4:1.340
Ford, Daryl
And lastly, within the alignment of the pillars with the STAINABLE futures.

0:4:2.100 --> 0:4:6.50
Ford, Daryl
Umm, we're in an integral contributor to the five year campus master plan.

0:4:6.60 --> 0:4:11.640
Ford, Daryl
So a lot of us are involved with a lot of you relative to that plan on a on a consistent basis.

0:4:11.650 --> 0:4:13.740
Ford, Daryl
So a happy about that.

0:4:14.980 --> 0:4:17.170
Ford, Daryl
The I teach her teaching planning.

0:4:17.180 --> 0:4:17.420
Ford, Daryl
I wanna.

0:4:17.430 --> 0:4:18.870
Ford, Daryl
I wanna talk about that for a second.

0:4:19.740 --> 0:4:21.930
Ford, Daryl
I don't have a slide, but I did want to talk about it for a second.

0:4:22.480 --> 0:4:36.770
Ford, Daryl
The first version of the IT Strategic Plan version 1.0, was finalized in fall of 2019 and that was pre pandemic that was also pre university action plan, but I believe was finalized in 2021.

0:4:38.860 --> 0:4:43.510
Ford, Daryl
The second version of it, version 2.0, was finalized in fall of 2022.

0:4:44.0 --> 0:5:15.890
Ford, Daryl
This was post pandemic and was also post the University Action Plan so we were able to glean what we learned within the three years and apply it to the new plan and a lot of the new initiatives and the new direction within the plan are result of that kind of refocusing because of the pandemic and because university action plan moving forward version 3.0 the planning will start in spring of 2025 and the hope to have it finalized within the fall of 2025.

0:5:16.280 --> 0:5:21.490
Ford, Daryl
Alright, so that's that's been consistent with our three to five year horizon for updating the plan on the consistent basis.

0:5:21.500 --> 0:5:24.270
Ford, Daryl
So just want to give you got that information.

0:5:24.280 --> 0:5:30.870
Ford, Daryl
So look forward to that and I look forward to the Tech Council being a good contributor to that discussion.

0:5:31.0 --> 0:5:37.490
Ford, Daryl
And so we can make sure that we're focusing on the right priorities and we're and we're doing everything we can to, you know, ensure student success.

0:5:41.310 --> 0:5:45.90
Ford, Daryl
That's a lot, but I have Steve talk about the virtual lab project.

0:5:47.330 --> 0:5:47.930
White, Stephen
Thanks very much.

0:5:48.300 --> 0:5:55.400
White, Stephen
Umm the Roger M's virtual Labs is a an upgrade and an evolution from from the art cloud.

0:5:55.410 --> 0:6:6.650
White, Stephen
Cloud umm the virtual labs are externally hosted uh, currently by a vendor called a Porto, which is a a a national provider.

0:6:6.660 --> 0:6:10.20
White, Stephen
Virtual desktops for professions and academic institutions.

0:6:11.110 --> 0:6:15.510
White, Stephen
UM, the and so similar to to our cloud.

0:6:15.520 --> 0:6:23.800
White, Stephen
These are these are computing desktops that are available by logging in online and accessing software.

0:6:24.710 --> 0:6:33.320
White, Stephen
Umm and uh, this was implemented for this year for the coming school and for the School of Engineering, Computing and Construction Management.

0:6:34.140 --> 0:6:34.710
White, Stephen
Uh.

0:6:34.820 --> 0:6:35.950
White, Stephen
Additionally, uh.

0:6:36.110 --> 0:7:4.180
White, Stephen
A a significant part of this, umm, is a uh, a slightly different staffing model we've had previously in in the coming school, a staff person who was, I'd say, moderately capable and stretched further and and we've gone from a full time to a part-time staffing model in an adjustment among shops and and some computing support.

0:7:4.570 --> 0:7:18.450
White, Stephen
And now we have a more, actually a more capable person at lower cost and extending the kind of connectivity between the school and IT centrally to deliver computing.

0:7:20.280 --> 0:7:23.380
White, Stephen
And there is a, umm, uh.

0:7:23.650 --> 0:7:49.260
White, Stephen
The virtual labs is is outlined on on the website, but it hopefully for I think everybody may know, the art cloud a little bit and it's basically you don't need a lab uh, to do computing a space you it's it's logged in from any anywhere anytime there's tremendous benefit for this for the quality of of the.

0:7:51.0 --> 0:7:57.50
White, Stephen
Computing and access to software UM and UM, uh.

0:7:57.60 --> 0:7:58.290
White, Stephen
It's any as before.

0:7:58.300 --> 0:8:7.210
White, Stephen
It's any time and anywhere access we use this for pre college students, undergraduate graduate students.

0:8:7.220 --> 0:8:12.630
White, Stephen
We have faculty login when they're teach from wherever they're teaching from it.

0:8:12.640 --> 0:8:18.990
White, Stephen
Also, strategically is is not only a an IT related activity, it has.

0:8:19.80 --> 0:8:32.810
White, Stephen
It has a significant impact on facilities in this process from our cloud to now, we've regained 75, we've been able to expand by 75 seats where we're already have filled fifty of them.

0:8:33.100 --> 0:8:36.730
White, Stephen
So we got fifty additional tuition revenues.

0:8:36.780 --> 0:8:39.440
White, Stephen
Currently this semester, uh.

0:8:39.800 --> 0:8:51.560
White, Stephen
Not only from our cloud, from the portal, but from the whole idea of the virtual desktops, but we get, you know, $1,000,000 a semester with that many students in revenue.

0:8:52.330 --> 0:8:57.580
White, Stephen
Uh, for, you know, half a year's cost which Daryl, Daryl may raise with you all.

0:8:57.590 --> 0:9:24.680
White, Stephen
It's it's incredibly cost effective, so you get higher quality for way less cost in terms and in terms of the the sort of revenue to cost considerations and this is a key feature in our ability to grow uh architecture was identified in in program prioritization as as a growth area.

0:9:25.180 --> 0:9:29.520
White, Stephen
And so we're actually able to grow without expanding our footprint.

0:9:30.290 --> 0:9:43.270
White, Stephen
We've already been able to do that and this allows us to continue to grow without building more buildings, so it's a it's a highest quality professional level access to software.

0:9:44.40 --> 0:9:44.650
White, Stephen
Uh.

0:9:44.690 --> 0:9:51.630
White, Stephen
It brings students into a professional level of of work.

0:9:52.240 --> 0:9:59.540
White, Stephen
Uh, and it, it allows us to save on on facilities allocations UM.

0:9:59.600 --> 0:10:5.770
White, Stephen
And also it's a key, it's a key element as the university evolves to more online programming.

0:10:6.540 --> 0:10:9.200
White, Stephen
If you have high quality computing that students have access to.

0:10:11.870 --> 0:10:13.880
White, Stephen
It makes it all happen and and it's here.

0:10:14.130 --> 0:10:23.790
White, Stephen
Uh, so this is a a tremendous multipronged impact of of advancing the quality of our virtual virtual labs.

0:10:23.880 --> 0:10:26.640
White, Stephen
On next slide, if that's alright.

0:10:29.0 --> 0:10:33.230
White, Stephen
And so I'm going to show you some of the use data if you got.

0:10:33.360 --> 0:10:34.690
White, Stephen
I don't think I'm able to advance.

0:10:34.700 --> 0:10:35.200
White, Stephen
Is that right or?

0:10:37.250 --> 0:10:39.670
Ford, Daryl
There's like, no, I I advanced it.

0:10:39.450 --> 0:10:40.180
White, Stephen
OK, no pressure.

0:10:40.350 --> 0:10:46.730
White, Stephen
That's OK, you can't quite see the numbers on this, but what's what's been happening with relatively little?

0:10:48.950 --> 0:10:52.400
White, Stephen
Concerted advertising to students.

0:10:53.410 --> 0:11:0.140
White, Stephen
Partly because we're kind of running for our lives in some ways in general is that the usage is going up.

0:11:0.150 --> 0:11:5.850
White, Stephen
These are the top lists are kind of daily uses and the top continuous graph at the bottom.

0:11:6.750 --> 0:11:8.660
White, Stephen
Uh, in in the coming school?

0:11:8.990 --> 0:11:15.410
White, Stephen
There's also uh, so we're we're in the 20 to 60 students users a day.

0:11:17.420 --> 0:11:19.190
White, Stephen
And that's anytime, anywhere.

0:11:19.480 --> 0:11:31.570
White, Stephen
Secum is in the 20 to 40 students concurrent users today and where we really think our our computer use and in in cummings's is ubiquitous.

0:11:31.580 --> 0:11:33.990
White, Stephen
Everybody kind of uses it all the time.

0:11:35.710 --> 0:11:46.710
White, Stephen
We this is a a platform that lets us deliver instruction this way, again with less facility cost and higher higher quality.

0:11:47.500 --> 0:12:2.210
White, Stephen
So we really appreciate the opportunity to evolve in this direction and we think it's, it's again not only cost effective, but you know multipliers of revenue increase simply from adopting this technology.

0:12:2.640 --> 0:12:8.770
White, Stephen
I think Jerry Norman and is gonna show us how easy it is to to get on and Daryl can decide if you wanna.

0:12:8.780 --> 0:12:14.90
White, Stephen
We wanna visit the website, but there are some pitch just there's some more information there.

0:12:14.100 --> 0:12:21.940
White, Stephen
We probably don't have time for it today, so I skipped going to the link, but maybe just take us on a little tour. Thanks.

0:12:21.640 --> 0:12:24.520
Ford, Daryl
But before we do that, I wanna say thank you, Steve.

0:12:24.530 --> 0:12:31.90
Ford, Daryl
I appreciate it that you and rob and the others in tremendous partners were respected.

0:12:31.100 --> 0:12:31.530
Ford, Daryl
It is.

0:12:32.240 --> 0:12:41.970
Ford, Daryl
It's it's within our which is just noted within the IT strategic plan and you guys have been with us lockstep relative to its implementation with testing and so forth with the faculty.

0:12:41.980 --> 0:12:45.130
Ford, Daryl
And so I really appreciate that you guys been tremendous partners.

0:12:45.840 --> 0:12:46.380
White, Stephen
You're appreciated.

0:12:45.560 --> 0:12:51.530
Ford, Daryl
I also want to thank Mark, Mark and finance for supporting this, which is great and continuing to support this.

0:12:51.540 --> 0:12:53.430
Ford, Daryl
So we're really happy about that.

0:12:53.440 --> 0:12:54.770
Ford, Daryl
So thank you once again.

0:12:54.780 --> 0:12:58.890
Ford, Daryl
Like I said, this is a basically our cloud 2.0 bigger, better, faster.

0:12:59.320 --> 0:13:0.700
Ford, Daryl
And the students seem to love it.

0:13:0.710 --> 0:13:2.180
Ford, Daryl
Like Steve alluded to, so.

0:13:3.290 --> 0:13:6.800
Ford, Daryl
So we're gonna have Jerry give us a brief demo of the product.

0:13:6.810 --> 0:13:7.930
Ford, Daryl
So you guys can take a look at it.

0:13:9.10 --> 0:13:9.810
Normandin Jr, Gerald J
Sure, absolutely.

0:13:11.560 --> 0:13:14.80
Normandin Jr, Gerald J
Uh, let me pull up the window.

0:13:16.360 --> 0:13:16.670
Normandin Jr, Gerald J
OK.

0:13:16.680 --> 0:13:17.720
Normandin Jr, Gerald J
Can everybody see my desktop?

0:13:19.550 --> 0:13:19.840
Ford, Daryl
You're.

0:13:20.770 --> 0:13:29.240
Normandin Jr, Gerald J
OK, so basically the students will go to the new SSO page which we will talk about later on in the presentation and they can go to the portal application.

0:13:32.990 --> 0:13:46.780
Normandin Jr, Gerald J
Which is an automatically logs them in there not going to be prompted for credentials again and then they can actually they see the desktops that are available to them and they could launch their desktop previously in our cloud there was additional software that needed to be installed on students machines.

0:13:46.850 --> 0:13:48.120
Normandin Jr, Gerald J
It all happens in the browser now.

0:13:51.710 --> 0:13:56.760
Normandin Jr, Gerald J
So as it's connecting to the desktop and and just logging me in currently.

0:14:0.530 --> 0:14:4.580
Normandin Jr, Gerald J
You can notice that at the top, students can upload files to their cloud desktop.

0:14:4.590 --> 0:14:7.800
Normandin Jr, Gerald J
They can download files from their cloud desktop.

0:14:8.250 --> 0:14:10.360
Normandin Jr, Gerald J
In addition to that, they actually log into.

0:14:12.40 --> 0:14:21.150
Normandin Jr, Gerald J
There Google Drive and basically see the Google Drive as a hard drive on their desktop, so they can just work with those files directly, move them back and forth.

0:14:23.230 --> 0:14:33.300
Normandin Jr, Gerald J
In addition to that, they can actually work in teams so they can actually log into one desktop, but then share that screen with multiple people who also have access.

0:14:33.590 --> 0:14:48.760
Normandin Jr, Gerald J
So that way they can present or collaborate together on the same desktop and immediately when you log in, you're given all of the applications that the students have available to them right there ready for use.

0:14:50.210 --> 0:14:53.420
Normandin Jr, Gerald J
And that's a quick demo of logging into a portal.

0:14:56.970 --> 0:14:57.440
White, Stephen
Crazy.

0:14:57.880 --> 0:14:58.0
Ford, Daryl
Yeah.

0:14:57.450 --> 0:15:0.130
White, Stephen
And so again, you don't need to go anywhere.

0:15:0.330 --> 0:15:5.20
White, Stephen
You just get to log on and uh.

0:15:6.900 --> 0:15:18.930
White, Stephen
One last thing, if I could, you know another tremendous benefit to this is that it's it's more affordable for students to have this hosted concurrent use.

0:15:21.200 --> 0:15:29.10
White, Stephen
Setup we never can overfill a lab because which might have 25 or 30, we have 80 to 100 licenses.

0:15:29.880 --> 0:15:42.480
White, Stephen
It's it's just like a good idea on so many basic levels in terms of student access, student affordability, academic quality, professional coordination, facility savings.

0:15:43.500 --> 0:15:44.990
White, Stephen
Uh, you need to cut me off.

0:15:45.0 --> 0:15:52.330
White, Stephen
So I I just can't thank everybody enough for it's like it's not a wonder drug, it's it's better so.

0:15:52.870 --> 0:15:53.340
Ford, Daryl
Right.

0:15:53.900 --> 0:15:54.730
Ford, Daryl
Preciate that Steven.

0:15:54.290 --> 0:15:54.950
White, Stephen
Thank you so much.

0:15:54.740 --> 0:15:55.60
Ford, Daryl
Thank you.

0:15:55.70 --> 0:15:58.70
Ford, Daryl
Jerry, can you guys see the presentation back on the screen now?

0:15:59.750 --> 0:16:0.290
Ford, Daryl
OK, great.

0:16:0.310 --> 0:16:0.520
White, Stephen
Yep.

0:16:1.0 --> 0:16:6.910
Ford, Daryl
So now we're gonna have Robin talk a little bit about business or business business analytic initiatives.

0:16:9.590 --> 0:16:10.430
Levesque, Robin L
Like sterile.

0:16:10.860 --> 0:16:19.690
Levesque, Robin L
Full disclosure, I am pinch hitting for Ryan, who may have a little bit more knowledge on all of these topics, but I'll give it my best shot.

0:16:20.140 --> 0:16:28.430
Levesque, Robin L
Certainly student success and technology thing, we're always aware of and striving to improve.

0:16:32.80 --> 0:16:34.10
Levesque, Robin L
You can obviously read the bullets here.

0:16:36.560 --> 0:16:40.230
Levesque, Robin L
About how whatever tools we can have to make that happen.

0:16:40.940 --> 0:16:44.570
Levesque, Robin L
Dial if you just wanna go through to the next slide.

0:16:45.0 --> 0:16:45.470
Levesque, Robin L
I'm just.

0:16:45.820 --> 0:16:47.410
Levesque, Robin L
I'll glance over these a little bit.

0:16:48.130 --> 0:16:48.710
Levesque, Robin L
Umm.

0:16:49.760 --> 0:16:52.570
Levesque, Robin L
And I'll jump right into the middle here of software and training.

0:16:53.510 --> 0:17:4.140
Levesque, Robin L
We are always committed to improving not only the tools, but how end users can use them to their advantage.

0:17:4.370 --> 0:17:44.530
Levesque, Robin L
I know as someone who not only uses the tools myself, I'm constantly going out and trying to get end users to use the tools also and to the extent that they have the maybe the time, maybe the skill set to embrace them, their jobs are made exponentially easier and the quality is also improved when you're using these tools, I'm constantly surprised by how much data is being manipulated by hand.

0:17:44.580 --> 0:17:48.200
Levesque, Robin L
Still, umm, we really try to.

0:17:50.230 --> 0:17:51.600
Levesque, Robin L
Take people out of that.

0:17:51.610 --> 0:18:8.320
Levesque, Robin L
Since I've and their comfort level, I think if they're not comfortable with the technology, they'll do something by hand that might not be the fastest thing, but they feel comfortable with it and certainly that's going to leave room for for error.

0:18:9.100 --> 0:18:21.550
Levesque, Robin L
Umm, when for anybody doing things by hand, so we definitely are very committed to getting better tools and getting people to use the tools which sometimes is a little bit of a struggle.

0:18:22.540 --> 0:18:33.990
Levesque, Robin L
But it is a goal for all of us and I just speak to it more personally because it's a part of my daily life to educate people and make them feel more comfortable.

0:18:34.130 --> 0:18:42.640
Levesque, Robin L
And it's something I really enjoy doing and get a lot of fulfillment from doing because when you help someone and they said, Oh my God, this took me 5 days.

0:18:42.870 --> 0:18:44.460
Levesque, Robin L
I would take days to do this.

0:18:44.470 --> 0:18:51.340
Levesque, Robin L
One thing that you now after you commit a little bit of time and resources, it goes straight instantly.

0:18:52.110 --> 0:18:58.190
Levesque, Robin L
So I am talking about this business analytics, so I thought I'd put one definition.

0:18:58.200 --> 0:19:11.550
Levesque, Robin L
There are many and there are many more complex definitions, but I certainly view it as taking this raw data from many different systems on campus and using it to make better decisions.

0:19:11.700 --> 0:19:18.200
Levesque, Robin L
And if we go to the next slide, Daryl, just to look at the different tools that are being used.

0:19:18.210 --> 0:19:26.10
Levesque, Robin L
So in the the middle is the data warehouse and and Ryan is you know, the mastermind of the data warehouse.

0:19:26.200 --> 0:19:34.10
Levesque, Robin L
And we have the tools of the SQL, mostly IT people, but not exclusively.

0:19:34.20 --> 0:19:42.620
Levesque, Robin L
Using that to access data and make some reporting, some folks are using Excel to directly access the data warehouse.

0:19:43.390 --> 0:19:43.730
Levesque, Robin L
Umm.

0:19:43.950 --> 0:19:49.680
Levesque, Robin L
Myself, along with SQL, I do a lot of the Cognos reporting.

0:19:49.690 --> 0:20:3.320
Levesque, Robin L
That's what I kind of live and breathe in every day and there is Tableau and I know there's a a good audience of people using tableau and these different tools are going different things and show you data in different ways.

0:20:3.670 --> 0:20:12.50
Levesque, Robin L
But the data warehouse is central and critical to that, and if you want to jump to the next one, Darrell.

0:20:15.280 --> 0:20:20.610
Levesque, Robin L
And it's talking about some future future initiatives and improvements.

0:20:21.760 --> 0:20:27.350
Levesque, Robin L
So these for anybody who who is in the weeds with the data, are really.

0:20:28.870 --> 0:20:47.680
Levesque, Robin L
Positive strides first, the history tables colleague is kind of the big system on campus for data, and while it is real time and doing things, you need your registering students your paying bills.

0:20:48.540 --> 0:20:59.400
Levesque, Robin L
It's it's more real time and there has been a desire to look at data historically as we get more into our analytics, we wanna see things from the past.

0:20:59.490 --> 0:21:4.460
Levesque, Robin L
So these history tables are going to allow folks to do that.

0:21:4.470 --> 0:21:18.70
Levesque, Robin L
So I think that's going to be a big improvement and a new way of looking at some of the data historically also a huge plus is going to be more frequent updating of the data tables.

0:21:18.80 --> 0:21:25.420
Levesque, Robin L
So right now the data warehouse each night gets built and the next day folks are accessing it.

0:21:25.430 --> 0:21:27.450
Levesque, Robin L
So you're gonna get that lag time of a day.

0:21:28.20 --> 0:21:34.10
Levesque, Robin L
If we can now, at various points throughout the day, refresh the data.

0:21:35.580 --> 0:21:42.90
Levesque, Robin L
Something like class registration which were in the middle of right now be monitoring things a little more closely.

0:21:42.180 --> 0:21:47.710
Levesque, Robin L
We can look at maybe the sections and rooms and say, oh, this room's gonna fill up.

0:21:47.720 --> 0:21:50.510
Levesque, Robin L
Maybe we need to add another section, maybe change the room.

0:21:51.220 --> 0:21:54.900
Levesque, Robin L
Different decisions, strategic decisions can be made, umm.

0:21:55.110 --> 0:22:5.150
Levesque, Robin L
More on the in the moment as as the data and as that's occurring another item we're working on.

0:22:5.240 --> 0:22:11.830
Levesque, Robin L
And I know Eric and Eric went on, the team is looking at dashboards in Cognos.

0:22:11.840 --> 0:22:16.230
Levesque, Robin L
I know people look at Tableau and I know there are a number of dashboards there.

0:22:16.780 --> 0:22:19.510
Levesque, Robin L
Cognos does have that ability as well.

0:22:19.520 --> 0:22:40.620
Levesque, Robin L
It's something that users haven't really gotten involved in historically, but we're trying to take key points of data, put it in a dashboard, and allow and users to access that and have having the on demand data changing for the dashboards is going to be really key as well.

0:22:40.990 --> 0:22:51.410
Levesque, Robin L
So we hope to be moving more of that out and meeting with end users to kind of get those data points that are important to them and what they want to see updated.

0:22:55.980 --> 0:22:56.120
Ford, Daryl
Yeah.

0:22:52.660 --> 0:22:56.240
Levesque, Robin L
So I don't know if you have any questions or about any of that.

0:22:58.20 --> 0:22:59.300
Levesque, Robin L
That's kind of where we're at right now.

0:22:57.900 --> 0:23:0.880
Ford, Daryl
So so I think, alright.

0:23:0.890 --> 0:23:1.430
Ford, Daryl
Thank you, Robin.

0:23:1.440 --> 0:23:2.190
Ford, Daryl
I appreciate it.

0:23:5.570 --> 0:23:7.120
Levesque, Robin L
Oh, OK to work.

0:23:2.250 --> 0:23:7.730
Ford, Daryl
I think we're going to hold our question till the end because we're kind of kind of tight for time, but I I do wanna read.

0:23:7.940 --> 0:23:9.590
Ford, Daryl
I do want to reiterate, I wanna thank you again.

0:23:9.600 --> 0:23:14.510
Ford, Daryl
Robin, I want to reiterate that I did text you with this at the 11th hour because Ryan had an emergency that came up.

0:23:14.520 --> 0:23:42.140
Ford, Daryl
So Robin kind of pinched hit it, you know, and I do appreciate it, you coming in and filling in that and you know there's been Brian Robin, but Brian in particular with the data warehouse and working with and O'Brien working closely with you relative to Tableau and other data needs have been pretty terrific and we we thought that we elevate kind of the the profile of this by adding it to our strategic planning initiative.

0:23:42.150 --> 0:23:46.380
Ford, Daryl
So if you look in the strategic plan, you'll see a whole slew of initiative relative to business analytics.

0:23:46.590 --> 0:23:50.250
Ford, Daryl
And I'm really excited about it and excited about the direction we're going in here.

0:23:50.260 --> 0:23:51.440
Ford, Daryl
So thank you so much.

0:23:54.80 --> 0:23:57.270
Ford, Daryl
So now we have our Karen Ethier to talk about our DEI initiatives.

0:23:58.860 --> 0:23:59.470
Ethier, Karen
You, Daryl.

0:23:59.480 --> 0:24:0.590
Ethier, Karen
Good morning, everyone.

0:24:0.720 --> 0:24:15.370
Ethier, Karen
So when we talk about DEI, we're ultimately guided by our university core values, which includes really a clear statement about the type of environment that we should all be striving to foster through our individual and departmental contributions.

0:24:15.380 --> 0:24:17.700
Ethier, Karen
So I won't read it.

0:24:17.710 --> 0:24:22.740
Ethier, Karen
It's here on the screen, but this is a very clear statement of of what we should all be striving for.

0:24:23.910 --> 0:24:24.400
Ethier, Karen
My Daryl.

0:24:26.990 --> 0:24:39.340
Ethier, Karen
So that goal is reflected in both the core values of IT as listed in our strategic plan, but also in our departmental inclusion statement, which we created to communicate to the RWU community.

0:24:39.530 --> 0:24:51.520
Ethier, Karen
Our commitment to DEI, along with our pledge to work towards a culture where everyone feels respected and valued, which we all know has a clear connection to student success and retention.

0:24:52.890 --> 0:24:53.360
Ethier, Karen
Next what?

0:24:56.890 --> 0:25:5.460
Ethier, Karen
So I've broken apart that RWU core value into two parts and included some of the initiatives that document our work in this area.

0:25:5.470 --> 0:25:12.700
Ethier, Karen
So those items and gold reflect those initiatives that are specifically in our IT strategic plan.

0:25:13.330 --> 0:25:24.960
Ethier, Karen
So first of all, we've adopted the use of research driven, equitable hiring processes to various degrees in both our staff and student employee hiring.

0:25:25.930 --> 0:25:43.830
Ethier, Karen
Related to that, I worked with our prior CDO and human resources to develop our university wise search advocacy program and we've had two different managers in it go through that training and and one who is now serving as a search advocate along along with me.

0:25:44.920 --> 0:26:5.130
Ethier, Karen
Umm, we've required safe zone training, inclusive language training and unconscious bias training for our staff to increase their competencies and those areas I mentioned, the IT inclusion statement which we have prominently displayed on both our website and at the Help desk which you can see in the lower left below.

0:26:5.280 --> 0:26:17.660
Ethier, Karen
But we've also replaced our the name tags of our front facing staff with those that include pronouns and an effort to really create a welcoming environment, particularly at the help desk.

0:26:18.720 --> 0:26:32.140
Ethier, Karen
And finally, we have prioritized staff and student worker belonging efforts through many different initiatives, including our annual and monthly awards team, building and social opportunities.

0:26:32.310 --> 0:26:43.240
Ethier, Karen
But I think most notably working on ways to ensure that staff understand how their individual work directly contributes to the mission and priorities of the department and the university.

0:26:44.750 --> 0:26:45.500
Ethier, Karen
Next slide, Daryl.

0:26:48.230 --> 0:27:15.710
Ethier, Karen
So here you see some of the explicit practices that we've implemented, and again those in gold reflect those from our strategic plan, including the expansion of our laptop loaner program for students, which we have expanded both in terms of our inventory, but also in terms of the length of the loans in response to feedback and need assessments that we did with the students that we were working with.

0:27:16.370 --> 0:27:20.620
Ethier, Karen
We also have our laptop repair depot, which provides out of warranty.

0:27:21.520 --> 0:27:42.750
Ethier, Karen
I repairs for students provide any needed parts, but the depot also provides device support, most notably helping students have maximize their hardware to lengthen the useful life of their machines in an effort to reduce, you know, really, the financial burden on students and families.

0:27:44.460 --> 0:27:51.530
Ethier, Karen
We've always, and IT prided ourselves on creating meaningful student work positions.

0:27:51.740 --> 0:28:8.970
Ethier, Karen
You'll hear about that a little bit more from from Mia in a few minutes, but we have always tried to make sure that the students truly understand how vital their role is and that they're given work opportunities that help them to gain real-world skills.

0:28:8.980 --> 0:28:12.50
Ethier, Karen
And whenever possible, we try to link those to their areas.

0:28:12.60 --> 0:28:13.800
Ethier, Karen
Study or their area.

0:28:14.70 --> 0:28:14.780
Ethier, Karen
It's of interest.

0:28:16.480 --> 0:28:27.40
Ethier, Karen
Last year during Tech Council, I think in the spring we shared with you about our digital literacy orientation, which we piloted with this year's freshman class.

0:28:27.360 --> 0:28:38.200
Ethier, Karen
And I think that that has been highly successful as of yesterday, we had 75% of those incoming students had accessed on that site.

0:28:38.210 --> 0:28:50.0
Ethier, Karen
So we're looking to expand that pilot into a second year and we're actually meeting about that later this month to see how we can potentially grow the the reach of that of that site.

0:28:51.100 --> 0:29:2.370
Ethier, Karen
And finally, we've worked across it to formalize chosen name processes and an effort to both streamline and take the burden really off the request or and make it easy for them.

0:29:3.720 --> 0:29:4.480
Ethier, Karen
Next slide, Daryl.

0:29:7.370 --> 0:29:7.960
Ethier, Karen
Thank you.

0:29:8.30 --> 0:29:17.280
Ethier, Karen
So one of the things that many of us love about working in it is working with our student employees who truly are vital to our work.

0:29:17.290 --> 0:29:26.690
Ethier, Karen
So this video was taken by me, so please excuse the shakiness and the fact that at one point I whisper in the middle of it because I did not know that I would be showing it.

0:29:26.700 --> 0:29:41.930
Ethier, Karen
This is second time of the other time I showed it at a national conference, but it's really a powerful video and so it was taken at a professional development event that we hosted here on campus for a PD organization that I'm on the board of.

0:29:41.940 --> 0:29:55.430
Ethier, Karen
So this was technology professionals from all over New England came and we had a student panel, students talking about their use of technology and it was made up of a great group of our IT student employees.

0:29:55.440 --> 0:30:7.970
Ethier, Karen
And I think this video really demonstrates to me that we've been successful in showing our students what they mean to us and also in helping them to find a sense of belonging in the department and it at Roger Williams.

0:30:8.30 --> 0:30:9.990
Ethier, Karen
It's so scary you can go ahead.

0:30:13.650 --> 0:30:14.60
Ford, Daryl
I don't know.

0:30:14.350 --> 0:30:15.60
Ford, Daryl
Can you not hear it?

0:30:15.720 --> 0:30:17.50
Ethier, Karen
You forget to share sound.

0:30:19.460 --> 0:30:20.10
Ford, Daryl
Hold on.

0:30:19.360 --> 0:30:22.490
Ethier, Karen
Yeah, you just need to unshare and then share with sound.

0:30:22.540 --> 0:30:22.790
Ethier, Karen
I know.

0:30:30.200 --> 0:30:30.990
Ford, Daryl
Yeah, hold on here.

0:30:37.550 --> 0:30:38.500
Ford, Daryl
Technical difficulty.

0:30:38.510 --> 0:30:39.340
Ford, Daryl
Give me one second.

0:30:40.130 --> 0:30:40.410
Ethier, Karen
Right.

0:30:40.420 --> 0:30:41.420
Ethier, Karen
That that's not there now.

0:30:44.170 --> 0:30:44.430
Ford, Daryl
Yeah.

0:30:44.440 --> 0:30:45.240
Ford, Daryl
No, but it's not.

0:30:41.430 --> 0:30:45.710
Ethier, Karen
So when you click share you should see that little and to drag a little bit.

0:30:45.470 --> 0:30:46.300
Ford, Daryl
It's it's, it's not.

0:30:46.310 --> 0:30:47.510
Ford, Daryl
It's not giving me the option.

0:31:8.830 --> 0:31:10.330
Ford, Daryl
Believe, OK.

0:31:10.340 --> 0:31:10.850
Ethier, Karen
I have.

0:31:11.680 --> 0:31:13.0
Ethier, Karen
I've got it up.

0:31:13.60 --> 0:31:15.920
Ethier, Karen
Let me just that broke quickly.

0:31:16.840 --> 0:31:17.210
Ethier, Karen
OK.

0:31:17.580 --> 0:31:21.600
Ethier, Karen
OK, let me let me share Darrell from here.

0:31:32.980 --> 0:31:46.840
Ethier, Karen
Three students and also a full time worker because on top of being able to like, do the like, learn ourselves if we get stuck on something, we have a peer who's potentially been there longer than us.

0:31:46.850 --> 0:31:50.760
Ethier, Karen
We can look at it and if we still get stuck, we can then go to the full timer.

0:31:50.770 --> 0:31:55.460
Ethier, Karen
Who's been there for us, however long they've been there and they can help us figure it out.

0:31:55.470 --> 0:32:0.980
Ethier, Karen
And so it's kind of like this teamwork effort where we all kind of learn from each other because of that.

0:32:0.990 --> 0:32:5.500
Ethier, Karen
And it's a lot more beneficial than just like going into the ticket system on our own.

0:32:5.510 --> 0:32:7.910
Ethier, Karen
If you don't have a problem with the science, someone else in the brush along.

0:32:11.170 --> 0:32:21.60
Ethier, Karen
For me, learning some new skill about technology and then being able to go apply it and have it work and then fix someone's plot problem feels really good.

0:32:21.70 --> 0:32:25.90
Ethier, Karen
So being able to learn how to do that stuff is pretty sweet.

0:32:27.290 --> 0:32:38.470
Ethier, Karen
One other person they say is I really enjoyed the environment that we have at the community of the community at the help desk and it's at the very opening and welcoming to people who may not be as familiar with technology.

0:32:38.480 --> 0:32:53.260
Ethier, Karen
Even if you are a student who is going to obviously be helping professors with technology and technological issues, it's really an opening when it comes to like learning like they are really big thing that we emphasize that making sure that we'd rather you say I don't know than give something wrong information.

0:32:53.500 --> 0:32:57.240
Ethier, Karen
So if that's the situation that happens, you call on someone else to help you.

0:32:57.510 --> 0:33:0.920
Ethier, Karen
So that's in the I personally enjoyed it being a part of this team.

0:33:2.340 --> 0:33:10.470
Ethier, Karen
I would have to say probably my favorite part is probably the relationships I have with not only the full timers, but also the student workers as well, and especially with the full timers.

0:33:10.480 --> 0:33:16.850
Ethier, Karen
I have my own friendship with each one of them, and then we also have like a giant giant whole relationship as well.

0:33:16.860 --> 0:33:19.950
Ethier, Karen
And along with the the students like I love working with them.

0:33:19.960 --> 0:33:25.970
Ethier, Karen
Every time I go to work, I get so excited because we all have the same interest, so it just makes it even more fun to work.

0:33:25.980 --> 0:33:29.80
Ethier, Karen
And it's just overall a really great environment to work in.

0:33:30.920 --> 0:33:32.250
Ethier, Karen
I agree with the last two.

0:33:32.260 --> 0:33:39.990
Ethier, Karen
It's just such a fun environment to be a part of and the relationships and friendships I've built within it is just it's so great.

0:33:41.540 --> 0:33:47.830
Ethier, Karen
So last fall I had the pleasure of working with Celia for the first time and our team.

0:33:48.120 --> 0:34:0.550
Ethier, Karen
I called myself a part of team, but the team full timers there and desktop support are so smart and I learned so much from them every time that I go walk in, there's just things that I didn't even know.

0:34:0.560 --> 0:34:12.340
Ethier, Karen
I didn't even know I could go and that ability to just constantly learn from other people that have been in it for a while is such a they I can't even sum it up.

0:34:14.530 --> 0:34:15.630
Ethier, Karen
Three students.

0:34:19.700 --> 0:34:20.250
Ethier, Karen
All right.

0:34:20.260 --> 0:34:21.320
Ethier, Karen
So thank you.

0:34:23.670 --> 0:34:24.220
Ford, Daryl
Thank you, Karen.

0:34:26.950 --> 0:34:33.230
Ford, Daryl
Difficulties here, but you know also wanna thank you for all the great work you've done going back to DEI stuff.

0:34:33.780 --> 0:34:41.860
Ford, Daryl
Karen, one of our student ambassadors here and I think she's worked with you guys and probably trained a bunch of you guys relative to some of these.

0:34:41.950 --> 0:34:45.300
Ford, Daryl
Some of these issues, so we really proud of it really.

0:34:45.810 --> 0:34:53.560
Ford, Daryl
We're really happy that she's taking the basically taking the BI stuff to the next level here in IT, so we appreciate it.

0:34:58.140 --> 0:35:2.530
Ford, Daryl
So we have the single title on student portal initiatives that you have.

0:35:2.540 --> 0:35:3.160
Ford, Daryl
What's gonna talk about?

0:35:4.70 --> 0:35:4.620
Normandin Jr, Gerald J
Sure.

0:35:4.910 --> 0:35:18.40
Normandin Jr, Gerald J
So for for single sign on prior to this project, there were many disparate applications that could be different usernames, different passwords, all requiring specific support from mediatech or from the departments that run those applications.

0:35:18.990 --> 0:35:24.40
Normandin Jr, Gerald J
To get users on boarded, but also for discovery and for showing applications that are available.

0:35:24.490 --> 0:35:31.410
Normandin Jr, Gerald J
So as part of this project we created over 9000 Office 365 accounts to support students and vendors.

0:35:32.280 --> 0:35:47.50
Normandin Jr, Gerald J
We worked with application owners vendors to determine application move dates and then we moved over 40 different applications to use 365 for that authentication and we're currently at 93% self setup.

0:35:47.220 --> 0:35:48.330
Normandin Jr, Gerald J
So what does this get us?

0:35:48.340 --> 0:35:54.490
Normandin Jr, Gerald J
This gets US1 single username and password that is also protected by multi factor authentication.

0:35:54.680 --> 0:35:57.70
Normandin Jr, Gerald J
As part of it increase our security.

0:35:57.500 --> 0:35:58.310
Normandin Jr, Gerald J
Next slide please.

0:36:2.50 --> 0:36:17.660
Normandin Jr, Gerald J
Umm, so this maps to both the innovation and the security side because we are increasing security, but we're also increasing discoverability as we'll see in the video on the next slide in that there's a single page that has all of the applications that are currently available.

0:36:18.170 --> 0:36:37.870
Normandin Jr, Gerald J
Previous to this we would sometimes get a request from a department or from an application owner to purchase and set up an application that we may already have the functionality to in a separate application that we already have access to, and so this helps reduce some of that duplication of work or duplication of purchasing products.

0:36:38.100 --> 0:36:42.330
Normandin Jr, Gerald J
Giving that single pane of these are the applications that we have available to us.

0:36:43.0 --> 0:36:43.720
Normandin Jr, Gerald J
Next slide please.

0:36:47.960 --> 0:36:52.790
Normandin Jr, Gerald J
Do we want to see if the audio is going to work or do you think we can go with the captions?

0:36:53.420 --> 0:36:56.60
Normandin Jr, Gerald J
Otherwise, I can try presenting on my end. Daryl.

0:37:5.960 --> 0:37:7.260
Normandin Jr, Gerald J
I'll try sharing it on my end.

0:37:6.440 --> 0:37:9.180
Ford, Daryl
Yeah, you can't hear.

0:37:10.240 --> 0:37:10.910
Normandin Jr, Gerald J
Yeah, I can't.

0:37:16.580 --> 0:37:17.630
Normandin Jr, Gerald J
Can everybody see my screen?

0:37:20.960 --> 0:37:24.370
Normandin Jr, Gerald J
So the following video was recorded by Scott Lopes.

0:37:24.880 --> 0:37:27.470
Normandin Jr, Gerald J
He's been facilitating a lot of these application moves.

0:37:28.310 --> 0:37:28.950
Normandin Jr, Gerald J
Welcome everyone.

0:37:30.250 --> 0:37:39.180
Normandin Jr, Gerald J
I'm going to demonstrate logging into Office 365 and also the app launcher which can be used to see all the single sign on products that we offer on campus.

0:37:40.580 --> 0:37:47.360
Normandin Jr, Gerald J
The student would first start by going to portal.office.com and logging in with their university issued Microsoft account.

0:37:53.860 --> 0:37:58.880
Normandin Jr, Gerald J
It will then be prompted to enter in this code on their Authenticator app.

0:38:10.800 --> 0:38:11.680
Normandin Jr, Gerald J
Once that's completed.

0:38:13.880 --> 0:38:17.980
Normandin Jr, Gerald J
They will be within the Office 365 environment and they can click on apps.

0:38:20.940 --> 0:38:24.40
Normandin Jr, Gerald J
And then more in other apps to see the full list of applications.

0:38:26.820 --> 0:38:29.750
Normandin Jr, Gerald J
Once here, they're able to click on any of these items.

0:38:30.0 --> 0:38:38.500
Normandin Jr, Gerald J
For example, the BRIGHTSPACE LMS and they are logged in without having to enter their credentials a second time.

0:38:39.710 --> 0:38:42.750
Normandin Jr, Gerald J
The same for Roger, Central and all the other applications as well.

0:38:47.30 --> 0:38:50.520
Normandin Jr, Gerald J
So what you can see here is uh, users don't need to log in second time.

0:38:50.530 --> 0:38:57.250
Normandin Jr, Gerald J
They don't need to log in a different way, they're just automatically faster to the applications that they have access to.

0:38:57.700 --> 0:39:0.950
Normandin Jr, Gerald J
Really streamlined and it helps improve support as well.

0:39:4.250 --> 0:39:6.610
Normandin Jr, Gerald J
And with that, I can give back to Daryl.

0:39:34.0 --> 0:39:38.700
Ford, Daryl
We have the umm, that's gonna get internship initiatives near.

0:39:41.730 --> 0:39:42.740
Dickmann, Mia Mary
Good morning, everyone.

0:39:42.750 --> 0:40:4.100
Dickmann, Mia Mary
So as we were talking about student success the month of October was Cybersecurity Awareness Month and over the summer, as you all know, there's a lot of fishes that were going around, but we wanted to make sure that we advocated for more than just the fishes, but more of MFA and all that kind of fun stuff.

0:40:4.270 --> 0:40:12.920
Dickmann, Mia Mary
So through that, for the first month of cyber Security Awareness Month, we put tents at upper which Daryl do by chance of the slide.

0:40:12.980 --> 0:40:13.130
Dickmann, Mia Mary
Right.

0:40:23.420 --> 0:40:23.900
Ford, Daryl
Flight ahead.

0:40:23.840 --> 0:40:25.240
Dickmann, Mia Mary
Yeah, I dear.

0:40:25.350 --> 0:40:25.900
Dickmann, Mia Mary
OK, there we go.

0:40:32.960 --> 0:40:33.340
Ford, Daryl
Our mayor.

0:40:35.950 --> 0:40:36.170
Ford, Daryl
Yeah.

0:40:35.390 --> 0:40:37.110
Dickmann, Mia Mary
And I don't see it.

0:40:45.960 --> 0:40:46.900
Ford, Daryl
Can you please?

0:40:47.230 --> 0:40:48.510
Ford, Daryl
OHS working.

0:40:52.660 --> 0:40:54.620
Normandin Jr, Gerald J
If you'd like, I can try and bring it up on my end.

0:41:0.850 --> 0:41:1.620
Dickmann, Mia Mary
Ah, there we go.

0:41:1.830 --> 0:41:5.520
Dickmann, Mia Mary
So as you can see at the bottom, the upper Commons tent cards are down below.

0:41:5.530 --> 0:41:7.630
Dickmann, Mia Mary
We had one on both sides.

0:41:7.640 --> 0:41:27.210
Dickmann, Mia Mary
There was a QR code at the bottom that showed more information if students were interested to learn more about it as well as reporting fishes through their Gmail account on the next week, we had a cyber security trivia night where we basically sat at Upper Commons can see there were multiple students involved.

0:41:27.300 --> 0:41:31.510
Dickmann, Mia Mary
We had over 200 entries to our contest.

0:41:31.520 --> 0:41:50.820
Dickmann, Mia Mary
We had about five winners that were chosen 2 weeks ago and we were able to send those out and through those 200 entries, they were basically playing a cahoot game to help them understand more about cybersecurity and win some prizes on the table.

0:41:50.830 --> 0:42:21.520
Dickmann, Mia Mary
As you again can see and then throughout last year shear we were working on a on security aware to show students and faculty more about what to be aware of for fishes, especially over the summer learning about internships the with I think we jinxed it a little bit but throughout the video we basically talked about a financial scheme that went through and will play the video and have a little bit.

0:42:21.570 --> 0:42:44.370
Dickmann, Mia Mary
But we did that and then through the cybersecurity month, we did a raffle and we, with those over 200 entries, I believe the final number was 221 and of students who were entered and they were able to take a look at what are the potential security risks that are at Roger Williams and what they could be affected through.

0:42:45.170 --> 0:42:50.940
Dickmann, Mia Mary
And and then a lot of the faculty over the last few years have been getting infosets.

0:42:52.190 --> 0:43:3.850
Dickmann, Mia Mary
And in order to incorporate life into it and student success, we wanted to start involving the student body with that information and be able to incorporate different student issues.

0:43:3.860 --> 0:43:10.360
Dickmann, Mia Mary
So we started sending that out about once a month and had them being more interactive with those emails.

0:43:10.980 --> 0:43:13.0
Dickmann, Mia Mary
And with that, we can play the video.

0:43:20.430 --> 0:43:22.290
Dickmann, Mia Mary
If it will play, we.

0:43:24.250 --> 0:43:26.470
Dickmann, Mia Mary
If not, I have the video pulled up here as well.

0:43:46.180 --> 0:43:48.130
Dickmann, Mia Mary
Do you want me to try to pull it up over here, Daryl?

0:43:50.930 --> 0:43:52.60
Ford, Daryl
It is this.

0:43:54.100 --> 0:43:54.920
Dickmann, Mia Mary
OK, it's loading.

0:44:22.320 --> 0:44:26.670
Dickmann, Mia Mary
Yeah, I don't think the sound is shared, but do you want me to try to do it on my end, Daryl?

0:44:30.210 --> 0:44:30.560
Ford, Daryl
Thank you.

0:44:34.120 --> 0:44:34.400
Dickmann, Mia Mary
OK.

0:44:55.200 --> 0:44:55.620
Dickmann, Mia Mary
Let's see.

0:45:1.200 --> 0:45:8.890
Dickmann, Mia Mary
I don't think I'm actually able to share up hardness share able to see my screen.

0:45:13.480 --> 0:45:13.610
Ford, Daryl
Yeah.

0:45:21.90 --> 0:45:21.550
Dickmann, Mia Mary
I'm gonna say.

0:45:30.880 --> 0:45:32.520
Normandin Jr, Gerald J
Doesn't look like your screen being shared yet.

0:45:35.940 --> 0:45:36.360
Dickmann, Mia Mary
I'm sorry.

0:45:36.370 --> 0:45:36.710
Dickmann, Mia Mary
What was that?

0:45:39.140 --> 0:45:40.530
Normandin Jr, Gerald J
I don't think we can see your screen.

0:45:41.670 --> 0:45:42.320
Dickmann, Mia Mary
Ohh you can't.

0:45:42.330 --> 0:45:44.740
Dickmann, Mia Mary
OK, let me see share.

0:45:46.180 --> 0:45:47.80
Dickmann, Mia Mary
Ohh.

0:45:49.420 --> 0:45:49.990
Ramella, Allan
I see it now.

0:45:51.960 --> 0:45:52.480
Dickmann, Mia Mary
Are you seeing now?

0:45:54.440 --> 0:45:54.640
Ford, Daryl
More.

0:45:54.990 --> 0:45:56.230
Dickmann, Mia Mary
Or is that Daryl's screen?

0:45:57.570 --> 0:45:58.210
Normandin Jr, Gerald J
Yeah, that's Daryl.

0:46:0.540 --> 0:46:1.220
Dickmann, Mia Mary
OK.

0:46:3.750 --> 0:46:4.220
Dickmann, Mia Mary
We can.

0:46:4.290 --> 0:46:6.360
Dickmann, Mia Mary
Are you able to see the closed captions?

0:46:6.370 --> 0:46:8.330
Dickmann, Mia Mary
I believe that might be able to work as well.

0:46:41.50 --> 0:46:42.290
Ford, Daryl
The first email came in.

0:46:43.820 --> 0:46:45.880
Ford, Daryl
You should start nothing, I think.

0:46:55.150 --> 0:46:58.860
Ford, Daryl
It only unrealized, it's crazy, yes.

0:47:2.430 --> 0:47:2.670
Ford, Daryl
Thank.

0:47:9.920 --> 0:47:11.70
Ford, Daryl
We're sorting through the mail.

0:47:29.860 --> 0:47:31.30
Ford, Daryl
Inbox is split.

0:47:31.560 --> 0:47:35.650
Ford, Daryl
It was just the same email or people, people.

0:47:59.660 --> 0:48:1.800
Dickmann, Mia Mary
I have a little glitchy unfortunately.

0:48:3.870 --> 0:48:4.600
Ramella, Allan
Yeah, my end.

0:48:4.610 --> 0:48:5.880
Ramella, Allan
It's it's really not playing.

0:48:4.50 --> 0:48:7.280
Dickmann, Mia Mary
But I will try, yeah.

0:48:42.460 --> 0:48:42.620
Ford, Daryl
But.

0:48:32.390 --> 0:48:46.50
Dickmann, Mia Mary
The whole video basically advocates, we have a lot of volunteers that were able to portray this amazing, you know, to help advocate for the fishes that go through and the effects that could happen through it.

0:48:46.730 --> 0:48:49.20
Ford, Daryl
Right effects me.

0:48:49.30 --> 0:49:8.10
Ford, Daryl
You know probably for the technical issue that I'm not sure what's going on in turn to the audio, but the I guess the the important piece is that uh, you know me and her in the team did a great job in terms of putting this together and working with after John King is featured in this video, I I'll send this video out afterwards.

0:49:8.20 --> 0:49:12.610
Ford, Daryl
But John King is featured here, as well as some other staff, umm, as well.

0:49:12.740 --> 0:49:23.250
Ford, Daryl
In this kind of highlighting, the importance of in in kind of a of a funny way, the importance of, you know, looking out for phishing attacks and so forth.

0:49:23.260 --> 0:49:30.620
Ford, Daryl
So we appreciate all the work that Mia has done relative to this, and we thank her for all her hard work there.

0:49:33.900 --> 0:49:34.80
Ford, Daryl
Right.

0:49:34.850 --> 0:49:35.510
Ford, Daryl
So with that.

0:49:38.190 --> 0:49:42.580
Ford, Daryl
Being said, thank you and any questions or discussion we may have.

0:49:58.920 --> 0:50:0.70
White, Stephen
No, I have a question.

0:50:0.20 --> 0:50:0.570
Ford, Daryl
Good sleep.

0:50:0.80 --> 0:50:1.100
White, Stephen
Maybe is is.

0:50:4.570 --> 0:50:7.980
White, Stephen
Alright, just I have a point in then and then throwing it out for for question.

0:50:7.990 --> 0:50:24.940
White, Stephen
I I find in our our programs which are can architecture is very large but we have other programs academic computing is so important to the quality of delivery, not only in delivering it but the content that I am.

0:50:25.430 --> 0:50:42.240
White, Stephen
I just hope or whatever I I my advocacy for the virtual desktops kind of is is an appreciation too of the potential to keep advancing the quality of content and the knowledge development in, in our instruction.

0:50:43.100 --> 0:50:43.570
White, Stephen
Umm.

0:50:43.580 --> 0:50:47.540
White, Stephen
And uh, just wanna throw that out there.

0:50:47.590 --> 0:50:55.140
White, Stephen
Maybe doesn't need discussion necessarily, but I I I really think it's key and I I so appreciate the advances that have been made.

0:50:55.830 --> 0:50:57.90
Ford, Daryl
Should take that sort of thing.

0:50:59.70 --> 0:51:1.610
Ford, Daryl
Appreciate that Steve. Umm.

0:51:5.340 --> 0:51:7.70
Ford, Daryl
You know, I think we, you know, we're going to continue to.

0:51:8.980 --> 0:51:24.220
Ford, Daryl
Support that moving forward in making sure that new and the rest university has the technological resources it needs us to continue to innovate and and and be in, in the engage in a lot of students to be successful.

0:51:24.230 --> 0:51:25.510
Ford, Daryl
So we appreciate that.

0:51:28.680 --> 0:51:28.840
Ford, Daryl
Sure.

0:51:26.940 --> 0:51:29.30
White, Stephen
Actually, if I can throw another one out, I if I could.

0:51:29.40 --> 0:51:41.610
White, Stephen
I I so appreciate seeing the video of the the student assistants and I I'd say for me, one of the really notable things over the time that the helpdesk and and related has been advancing.

0:51:41.940 --> 0:51:53.530
White, Stephen
It's one of the best advances again in my mind, in the university, there's such a culture of being able to find answers and get help from peers and from from the leaders.

0:51:53.920 --> 0:52:5.830
White, Stephen
But I think the whole yeah, mentoring and nurturing through uh technology has been a tremendous advance and I appreciate that also. Thanks.

0:52:9.140 --> 0:52:27.120
Ford, Daryl
So as we as we think about planning into the for for spring of 2025, we want to get the wanna get the group feedback in in import relative to any potential technological initiative that we may umm embark on.

0:52:27.130 --> 0:52:31.140
Ford, Daryl
So just wanted to open that up just to see if there's if there, if there's particular.

0:52:33.660 --> 0:52:53.770
Ford, Daryl
Technology that you guys wanna see incorporated anything that's emerging that you see or anything of that nature that or even if it's something to help us make us help us make help us be more efficient as as apartment as a university, we welcome the input from you guys to hopefully integrate that into the plan as well.

0:52:55.880 --> 0:53:5.100
Leonetti, Marc A
It, Daryl, just one comment too and I think Apporto is a perfect example would from a IT perspective, we're looking for ways to enhance value.

0:53:6.150 --> 0:53:8.700
Leonetti, Marc A
Uh for programs in in the university.

0:53:8.710 --> 0:53:10.700
Leonetti, Marc A
So I think Porter is a perfect example.

0:53:10.710 --> 0:53:20.120
Leonetti, Marc A
So you know we we can reallocate resources when we think there's, you know it's gonna increase the value proposition.

0:53:21.70 --> 0:53:26.360
Leonetti, Marc A
Uh, for all of us, right for Roger Williams and that's what we need to do to attract and retain students.

0:53:26.370 --> 0:53:28.260
Leonetti, Marc A
So think about it from that perspective.

0:53:29.120 --> 0:53:34.100
Leonetti, Marc A
I really appreciate the work on a portal and Steve, you know, shepherding that through.

0:53:34.280 --> 0:53:36.870
Leonetti, Marc A
But those are those are the things we we're looking for, right?

0:53:36.880 --> 0:53:39.670
Leonetti, Marc A
Add value we wanna be considered.

0:53:40.80 --> 0:53:45.190
Leonetti, Marc A
You know, our goal is that I tease a competitive advantage, right?

0:53:45.200 --> 0:53:47.50
Leonetti, Marc A
That's a challenge, but also a goal.

0:53:47.530 --> 0:53:49.160
Leonetti, Marc A
So that's where a Daryl's going.

0:53:49.170 --> 0:53:51.540
Leonetti, Marc A
And you know, we appreciate everyone's feedback.

0:53:52.820 --> 0:53:53.130
Ford, Daryl
Umm.

0:53:58.850 --> 0:54:3.880
Ford, Daryl
So I think all the all the errors in which we've identified within the strategic plan are growth areas, right.

0:54:3.890 --> 0:54:6.90
Ford, Daryl
So they're going to continue to evolve over time.

0:54:6.100 --> 0:54:13.200
Ford, Daryl
And I think the areas that we've chosen, you know, business analytics, customer service, di, all these things are will continue to grow and evolve.

0:54:14.50 --> 0:54:22.830
Ford, Daryl
So when we go look at the when we go to revise the plan, the version 3.0, I think we want to look to build upon that build upon that foundation and continue to grow in those areas.

0:54:24.520 --> 0:54:26.920
Ford, Daryl
He also, like I was remiss. I also wanted.

0:54:27.10 --> 0:54:32.210
Ford, Daryl
I want to thank Jerry and his team for the Scott Scott Lopes in terms of the SSO project.

0:54:32.360 --> 0:54:40.290
Ford, Daryl
They did a fantastic job there, you know, particularly coordinating with all the departments and all the vendors is is a is a pretty complex operation.

0:54:40.300 --> 0:54:49.510
Ford, Daryl
So appreciate you guys hard work there, but those type of initiatives that we're going to continue to, to, to to do in order to improve the student experience.

0:54:50.740 --> 0:55:8.890
Ford, Daryl
If we move forward and hopefully like Mark said, give RWU competitive advantage when it comes to the student experience, when they come in here, they're saying, wow, you know RWU is makes it easy for me to engage and into into and to be successful in my in my studies.

0:55:8.900 --> 0:55:10.560
Ford, Daryl
So that's our that's our ultimate goal.

0:55:15.750 --> 0:55:16.90
Ford, Daryl
Right.

0:55:17.580 --> 0:55:18.500
Ford, Daryl
Well, thank you everyone.

0:55:19.380 --> 0:55:30.590
Ford, Daryl
We appreciate the time and thank you all the presenters for for your time as well and particularly thank you Robin for pinch hitting for Ryan and we appreciate that and enjoy the rest of your day and we'll be in touch.

0:55:30.740 --> 0:55:31.80
Ford, Daryl
Thank you.

0:55:32.70 --> 0:55:32.390
Normandin Jr, Gerald J
Thank you.

0:55:32.340 --> 0:55:32.570
White, Stephen
So much.