0:0:0.0 --> 0:0:0.520  
Ford, Daryl  
Karen.

0:0:2.160 --> 0:0:5.170  
Ethier, Karen  
Uh, Karen easier. I'm director of support services, right?

0:0:7.170 --> 0:0:7.620  
Ford, Daryl  
Brian.

0:0:8.540 --> 0:0:12.10  
Kacmarsky, Brian  
Good morning. I'm Brian Kacmarsky, the director of administrative systems.

0:0:13.940 --> 0:0:14.480  
Ford, Daryl  
Ryan.

0:0:15.700 --> 0:0:19.150  
Tiebout, A. Ryan  
Good morning. I'm Ryan Tiebout, director of infrastructure and data analytics.

0:0:20.650 --> 0:0:22.120  
Ford, Daryl  
And last but not least, Allan.

0:0:23.190 --> 0:0:26.90  
Ramella, Allan  
Hi everyone, Allan Ramella, information security officer.

0:0:27.730 --> 0:0:29.20  
Ford, Daryl  
Thank you very much.

0:0:30.680 --> 0:0:42.990  
Ford, Daryl  
I also want to introduce Stephanie Baptista, or our administrative assistant extraordinaire, and she's kind of the brave behind the operation and the ones that make this all possible. So welcome, Stephanie, and thank you for helping putting this together. We appreciate it.

0:0:44.350 --> 0:0:44.680  
Ford, Daryl  
How?

0:0:44.10 --> 0:0:45.190  
Baptista, Stephanie  
Hi, Daryl. Thank you.

0:0:46.220 --> 0:0:46.780  
Ford, Daryl  
No problem.

0:0:49.380 --> 0:0:50.310  
Ford, Daryl  
Let me see here.

0:0:52.520 --> 0:0:54.70  
Ford, Daryl  
So the agenda for today?

0:0:55.300 --> 0:1:4.610  
Ford, Daryl  
Now we're going to try to make this go as quickly as move it possible so we can have time and in the end for discussion. And I'm hoping there is some good discussion around. This is a lot of exciting things you want to talk about today.

0:1:5.770 --> 0:1:32.800  
Ford, Daryl  
So close we did introduction. I'm gonna have a couple remarks. Talk about the Council mission a little bit. I talk about IT's commitment to student success here. Student early professional success. Then we have the presentations around cyber security, social media, digital literacy and they will have discussion. So I'm going to have it move pretty quickly kind of want to say the discussion for to the end so that you know we can not get through the presentation within the hour that we have so.

0:1:33.850 --> 0:1:38.920  
Ford, Daryl  
So one housekeeping note is that all Tech Council meetings are recorded and have been since 2018.

0:1:39.820 --> 0:1:41.630  
Ford, Daryl  
So you see the recording.

0:1:42.460 --> 0:1:53.270  
Ford, Daryl  
In process, don't be alarmed by that. Now you can finally recording and transcriptions on the RWU Technology Council website. If you search RWU technology Council and Google, it'll pop right up. So.

0:1:54.170 --> 0:1:59.800  
Ford, Daryl  
So you'll find the mayor since 2018. You know, Tech Council has been going on, I think, since 2000.

0:2:0.620 --> 0:2:8.960  
Ford, Daryl  
Hmm 14 I believe, but the website in in the in the the meeting minutes and the transcription and recording been up there for 2018.

0:2:10.980 --> 0:2:18.490  
Ford, Daryl  
So Council mission, although because of the pandemic and other factors we haven't met frequently, I want to remind the Council of his Charter.

0:2:18.150 --> 0:2:18.640  
Ramella, Allan  
Let's start.

0:2:19.660 --> 0:2:21.790  
Ford, Daryl  
And just talk about this real, real briefly.

0:2:25.500 --> 0:2:26.10  
Ramella, Allan  
Everyone.

0:2:22.250 --> 0:2:34.530  
Ford, Daryl  
Uh, so there's five kind of distinct tenant to our charter, right? The first one is we're a crotch functional advisory group to the CIO and executive leadership of the university.

0:2:35.470 --> 0:2:39.380  
Ford, Daryl  
Right now, the second is that my word group focusing on improving.

0:2:40.100 --> 0:2:43.910  
Ford, Daryl  
Existing and creating new operational efficiencies within the technology.

0:2:44.570 --> 0:2:46.10  
Ford, Daryl  
Environment and RWU.

0:2:45.660 --> 0:2:46.130  
Ramella, Allan  
I wonder.

0:2:47.550 --> 0:2:58.170  
Ford, Daryl  
My third, you know, we're a group that, through informed discussion, collaborative leadership and free exchange of ideas, helps to improve the technology experience for RWU students, faculty, and staff.

0:2:59.340 --> 0:3:8.440  
Ford, Daryl  
4th is that we're a group that helps disseminate information regarding technology happenings to our respective constituencies. Here at the university.

0:3:9.620 --> 0:3:14.460  
Ford, Daryl  
And and 5th is we provide technology decision making transparency to the RWU community.

0:3:15.340 --> 0:3:29.370  
Ford, Daryl  
So those were the original tenants of the Council when it was created, and I think we could, we can talk later on during a discussion we can talk about this to make sure that this is still applicable with anything else we want to add to it. But those are kind of the five tenants that this.

0:3:30.280 --> 0:3:32.940  
Ford, Daryl  
Said the Charter of the Council was created upon.

0:3:36.70 --> 0:3:37.780  
Ford, Daryl  
So next B.

0:3:38.930 --> 0:3:41.270  
Ford, Daryl  
It's commitment to student in early professional success.

0:3:42.430 --> 0:4:3.950  
Ford, Daryl  
Unlike unlike past Technology Council meetings where IT leadership presented on IT, planning and new initiatives, AKA blah blah blah, we wanna use this meeting to showcase the good works IT has done towards the fulfillment of RWU's core values, specifically regarding experiential learning. Today we'll give it interns, student workers and early professional staff the opportunity to show.

0:4:4.590 --> 0:4:11.100  
Ford, Daryl  
You how? They're advancing the university mission through the amazing IT initiatives they've accomplished. So we're excited about that.

0:4:12.660 --> 0:4:25.30  
Ford, Daryl  
With that, it's time for me to stop talking and let Allan and Melo introduce you to his savage security interns, followed by a Karen Ethier, who introduced you to her student workers, and early professional staff, Allan.

0:4:27.390 --> 0:4:30.420  
Ramella, Allan  
Let me see if I can share my screen here.

0:4:32.630 --> 0:4:33.300  
Ramella, Allan  
Get set up.

0:4:35.250 --> 0:4:35.610  
Ramella, Allan  
Great.

0:4:37.260 --> 0:4:45.700  
Ramella, Allan  
Looks like it's coming through OK. Again, much gratitude for allowing us to showcase some of the student work done by done by some of the people that have worked with this year.

0:4:46.450 --> 0:4:56.290  
Ramella, Allan  
So this year I had the opportunity to work with three students, Mia, Evan, and Chris. All three are on the call today to give us perspective on what they did and how it benefited them.

0:4:57.730 --> 0:5:5.660  
Ramella, Allan  
So first up is Mia. Mia is a rising sophomore with a double major in justice studies and psychology.

0:5:5.760 --> 0:5:15.150  
Ramella, Allan  
Uh, be excuse me. Came to us under the FIT program, so we have the opportunity to work with me if over the next three years to ramp up our security awareness program.

0:5:16.60 --> 0:5:18.110  
Ramella, Allan  
So Mia, without any further ado.

0:5:18.400 --> 0:5:20.340  
Ramella, Allan  
Let's turn the floor over to you.

0:5:22.220 --> 0:5:53.390  
Mia Dickmann  
Good morning, everyone. Thank you, Alan. And so as some of you may have seen in October during cyber Security Awareness Month, we held a contest for kind of a tick tock video to spread the awareness of trying to make fishes, you know be aware of that as well as you know changing your passwords just kind of being aware of all of the risks that come with cyber security. And from that we were able to use the tents.

0:5:53.490 --> 0:5:55.800  
Mia Dickmann  
As you can see on the far left corner.

0:5:56.180 --> 0:6:2.90  
Mia Dickmann  
Umm at Upper Commons to do think before you click. It's all over Commons now.

0:6:2.250 --> 0:6:14.590  
Mia Dickmann  
Umm. And you? They can just read and use different resources that we've given them throughout the throughout the past few years to be aware of their resources.

0:6:15.400 --> 0:6:16.420  
Mia Dickmann  
Next slide.

0:6:47.650 --> 0:6:48.120  
Ramella, Allan  
Everything.

0:6:17.980 --> 0:6:48.570  
Mia Dickmann  
And one of the projects that we're working on now is a homegrown security awareness training video. He's definitely kind of look like mug shots, but that's kind of the humorous kind of things on to make it a very serious but funny skit that we're going to do on to make it very homegrown and very entertaining to watch. Simply more than just having it on in the background. But truly being aware of the fishes that do come through the network as well.

0:6:48.650 --> 0:6:54.190  
Mia Dickmann  
As sending it to the appropriate people to get it handled.

0:6:56.980 --> 0:7:27.260  
Mia Dickmann  
And throughout the last year I've been with Alan for about since October. So I've been able to educate the student community on emerging cyber security risks and scans as well as assisting with risk assessment, reporting and mitigation. Those kind of included this initiative aims to provide the student with hands on exposure to it, risks reduction and mitigation efforts. The risk reduction is a significant component of the information security program since everybody.

0:7:27.440 --> 0:7:40.10  
Mia Dickmann  
They're kind of nose and tasks under this initiative will include investigating risk mitigation options specific to operational vulnerability and partaking in quarterly security, advising group meetings with faculty and staff.

0:7:42.160 --> 0:7:43.770  
Ramella, Allan  
Great. Thanks so much, Mia.

0:7:43.670 --> 0:7:44.70  
Mia Dickmann  
Thank you.

0:7:46.0 --> 0:7:58.320  
Ramella, Allan  
Yeah. So Next up is Evan and Chris. Evan and Chris were students in my penetration class last semester and they have a am an interest in and and aptitude to work in the complex area of computer systems and network security.

0:7:59.120 --> 0:8:9.470  
Ramella, Allan  
In particular, they were asked to identify if any data ports accessible by students or the public can provide an unauthorized gateway into RWU restricted admin networks.

0:8:10.450 --> 0:8:20.990  
Ramella, Allan  
Ultimately, their work became an artifact in this year's formal IT control audits, and as you'll see, it helped to also close some gaps. Some security gaps in our classroom systems.

0:8:22.320 --> 0:8:23.590  
Ramella, Allan  
Having Chris take it away.

0:8:24.410 --> 0:8:42.160  
Kris Johnson  
Sure. I'm Chris Johnson. I'm graduating senior in May. So back in December, Allan, probably November, Allan had asked us if we wanted to do this and he gave us the the scope of work in early December and we got right to it. A previous student had.

0:8:43.220 --> 0:8:44.930  
Kris Johnson  
Gone around campus looking for.

0:8:45.710 --> 0:9:2.360  
Kris Johnson  
Open Wall Jacks to see if you could obtain an IP address from these, so we took this list and went through it and we utilized and that's professional, which is a vulnerability scanning tool and using that we were able to identify a few security flaws within.

0:9:3.360 --> 0:9:20.550  
Kris Johnson  
From the entire network, one of which being a critical vulnerability down in the the pictures below, you can see that this is GHH 101 and all three of these pictures we were able to obtain an IP address from just plugging our laptops into the into the open ports.

0:9:24.870 --> 0:9:25.30  
Evan Isaac  
So.

0:9:25.110 --> 0:9:56.920  
Evan Isaac  
While we were working with Nessus, we also looked at various IP addresses that we were able to obtain and in doing so we were able to log into a few Cisco devices. These devices are unknown to me currently, but we do have a report regarding all them that we found as well as the crestron device. Now this Creston device was a critical finding. It had a 9.8 severity using the NIST vulnerability database, and this was an unauthenticated OS command injection, which basically means any attacker who has access to this.

0:10:18.400 --> 0:10:19.310  
Ramella, Allan  
I'm sure I did.

0:10:19.380 --> 0:10:20.730  
Evan Isaac  
The only thing that we found.

0:10:21.720 --> 0:10:22.80  
Evan Isaac  
Thank you.

0:10:24.990 --> 0:10:33.830  
Ramella, Allan  
But thanks, Mia, Evan and Chris really appreciate all your work. You guys did, it's it's, it's was, it's been great moving forward and all around. So thank you.

0:10:35.70 --> 0:10:36.980  
Ford, Daryl  
I'm also. I also want to mention that.

0:10:37.930 --> 0:10:53.360  
Ford, Daryl  
Like Allen Mitchell before it, the the interns were or were Gray in catching some important security concerns relative to our security audit. So you know, they really helped us prepare for that audit by catching it before, before we audit it. So we appreciate that.

0:10:54.0 --> 0:11:4.890  
Ford, Daryl  
Uh and Amelia is a have been very instrumental in in writing our our monthly IT security bulletins for students, faculty and staff. If you recall, the catchy Christmas security bulletin.

0:11:6.270 --> 0:11:10.400  
Ford, Daryl  
Me with the power behind the rim and that one. So congratulations. You did a great job.

0:11:12.160 --> 0:11:13.30  
Mia Dickmann  
Thank you so much.

0:11:12.170 --> 0:11:13.40  
Ramella, Allan  
Thanks again guys.

0:11:15.640 --> 0:11:16.900  
Ford, Daryl  
So next we have our Karen.

0:11:25.260 --> 0:11:56.50  
Ethier, Karen  
I need myself ideas work for many years to craft and IT student employee program that enables our student workers to make real contributions to the actual services that we provide. But ideally we look for meaningful opportunities that can further their learning. For example, beyond the services they provided, the help desk or in the classroom, we've created positions for them to work with networking or information security or desktop support, video production or other areas.

0:11:56.130 --> 0:12:15.220  
Ethier, Karen  
That really enhance what they're learning in the classroom. So one great example of this is that we have provided students in the past and present with the chance to work on its social media presence. So I'm going to ask is to introduce themselves and to speak to some of the work that they're doing with us is.

0:12:16.750 --> 0:12:32.630  
Iz Cellucci  
Thanks, Karen. Hi, all. Thank you for having me. My name is is I'm a student, staff, media, tech assistant here, and I specialize in running the social media today. I'll be presenting on social media marketing basics, how to build up your social media, and what we have done to improve media, tech, social media. Slide, please.

0:12:37.280 --> 0:12:51.160  
Iz Cellucci  
So this is a little gena I have for what I'm going to talk about and be talking about tips for success, which is basically like a framework that we made and followed how we've applied these into the social media current posts we have and things we want to do in the future.

0:12:55.310 --> 0:13:12.190  
Iz Cellucci  
So these tips are framework that we created to guide us for basically social media rebranding. The first one is to make sure to keep your accounts updated. This isn't updated as in app updates to fix bugs and other issues, but updated it as in listening hours, services and projects that align with what you're currently doing.

0:13:13.420 --> 0:13:22.490  
Iz Cellucci  
Uh creating a brand can be used, can be through consistent theme, color, mascot style. Just something that when someone looks at your feed, they automatically associate it with you.

0:13:23.270 --> 0:13:34.800  
Iz Cellucci  
Scheduling in advance is a great way to make sure you have a consistent posting schedule, which is a super big help with engagement. We currently use meta business suite which schedules posted both Instagram and Facebook at the same time.

0:13:36.240 --> 0:13:42.540  
Iz Cellucci  
Being active on your social media improves your likelihood of being seen. This can be post story, shares, likes, or comments.

0:13:43.470 --> 0:13:51.810  
Iz Cellucci  
Creating engagement content, assuming you already know you're target target audience, they don't want to indulge in boring content. I don't think anyone does.

0:13:52.520 --> 0:13:57.780  
Iz Cellucci  
One way to combat this, make things fun and relatable. This also helps with gaining and keeping engagement.

0:13:58.700 --> 0:14:9.810  
Iz Cellucci  
And collaborations and highlights, clubs help with getting traction on both sides of collaboration. One way you can do this is by using an Instagram feature that allows both or all parties to be linked to the same post.

0:14:10.980 --> 0:14:11.690  
Iz Cellucci  
Sorry.

0:14:12.760 --> 0:14:19.330  
Iz Cellucci  
And or an even simpler way to do this is by commenting and sharing other departments posts. Highlights can be used.

0:14:19.940 --> 0:14:23.830  
Iz Cellucci  
By help by shooting important posts to the top of your page.

0:14:25.310 --> 0:14:31.380  
Iz Cellucci  
This framework has helped us gain about 60% more outreach and over 50 followers based on Instagram brands statistics.

0:14:32.220 --> 0:14:32.970  
Iz Cellucci  
Slide please.

0:14:35.620 --> 0:14:45.240  
Iz Cellucci  
We have applied this format to our social media through a few different ways, such as keeping hours into the top of our page, posting about closures and hour changes, creating a Monday, Thursday posting schedule.

0:14:46.80 --> 0:14:57.310  
Iz Cellucci  
Keeping up with the schedule, commenting in other on other departments posts, and engaging with reals and stories. Another thing we did was deactivate our Twitter as we felt it was out of touch with students and received no engagement.

0:14:58.430 --> 0:14:59.260  
Iz Cellucci  
Slide please.

0:15:1.770 --> 0:15:14.350  
Iz Cellucci  
Some current posts we have are things such as the Bite Size Podcast I'm currently working on and have one episode uploaded. It talks about hot topics and technology and invites people with knowledge about these topics to share their insight.

0:15:15.170 --> 0:15:20.510  
Iz Cellucci  
We also have student staff highlights, which are focused on what student staff members are doing around campus and in their communities.

0:15:21.300 --> 0:15:28.670  
Iz Cellucci  
Another thing we have are post about events such as, etc. 2 panel, intercomp that staff members and students have participated in.

0:15:29.380 --> 0:15:41.50  
Iz Cellucci  
In infographics, which are short, trendy, easy to read posts that have information on each slide, they basically consist of explaining what a topic is or how it how to use a certain program. These posts usually get our most engagement.

0:15:42.770 --> 0:15:43.620  
Iz Cellucci  
Uh. Slide please.

0:15:46.210 --> 0:15:54.100  
Iz Cellucci  
Things we are currently working towards are the summer campaign was slow for incoming freshmen that will focus on things like how to log into your accounts.

0:15:54.930 --> 0:16:0.350  
Iz Cellucci  
Highlighting digital literacy, which is the next presentation and what laptops are best for your major.

0:16:1.400 --> 0:16:12.410  
Iz Cellucci  
Uh, we talked about longer tech talks, which are going to be about 10 minutes on YouTube, and they allow room for more explanation and not feel as rushed and just.

0:16:13.500 --> 0:16:14.500  
Iz Cellucci  
Yeah, yeah.

0:16:15.140 --> 0:16:29.350  
Iz Cellucci  
Uh, we have already started using utilizing Instagram reels as a way to make funny, relatable content for each students, and we have also already posted some students staff highlights about what people are doing around campus and would love to continue to do so.

0:16:30.330 --> 0:16:32.150  
Iz Cellucci  
With that, that concludes my presentation.

0:16:35.300 --> 0:16:51.430  
Ethier, Karen  
Thank you so much. Is I'm at the end of the presentation, we have a QR code so you can follow us on Instagram. I really recommend it is on the rest of the staff are creating some really great content that is both informational and super fun as well.

0:16:52.620 --> 0:16:53.480  
Ethier, Karen  
OK.

0:16:56.290 --> 0:17:26.20  
Ethier, Karen  
So another way that we focus on students and IT is that we look for ways that we can bring value to our entire student body through our services and projects. So this past fall, Darrell asked us to create a digital literacy orientation that we've been working on throughout the year. We know that not all our students come from the same backgrounds or with the same opportunities and access to technology. So the goal of the digital literacy orientation is to provide a way to bring all of our students up to the same level.

0:17:26.260 --> 0:17:37.810  
Ethier, Karen  
It's an even playing field, so I'm gonna ask Stephanie Brooks and Jaylene Lopez, who have both been really integral to this project, to tell you more so Stephanie and Jaylene.

0:17:41.170 --> 0:17:42.530  
Brooks, Stephanie  
So I guess slide.

0:17:43.310 --> 0:17:44.120  
Brooks, Stephanie  
To begin with.

0:17:48.530 --> 0:17:52.300  
Brooks, Stephanie  
OK. Hi, I'm Stephanie. I'm a technology services specialist.

0:17:53.400 --> 0:18:11.80  
Lopez, Jaylene  
Hi, I'm Julie and I'm also a technology services specialist. We're super excited to share the digital literacy orientation pilot that will be rolled out to the incoming freshmen and transfer students this summer. It will be available to students on bridges. So at the same time they are coming into campus for orientation.

0:18:13.110 --> 0:18:28.320  
Brooks, Stephanie  
Before we get into the good stuff showing you the course we need to give you some background on what the course is, what is digital literacy and why is it important to support our students with having these skills. Digital literacy is the ability to work and understand a digital environment.

0:18:29.670 --> 0:18:57.190  
Lopez, Jaylene  
To break it down, there is a concept of digital natives or the assumption that our students coming into college already know how to use all things computer related like Word, PowerPoint and online course formats. The reality is, many students come to the help desk needing help choosing a document type, or we'll put their computer files when they run out of storage. After talking with our student employees, they told us what they wish they had known about the digital landscape and the RWU specific environment online.

0:18:59.420 --> 0:19:30.190  
Brooks, Stephanie  
Our student staff was essential to two developing this course, so where many others as this project came from Darrell, our CIO and was managed by Karen and was made possible with instructional design. ID was essential as Stephanie and Natalie brought a lot of expertise and course design, how to format and include engaging information. We decided to use bridges to host our cores to give the students more experience with the site. We identified the areas that students would need to be successful and there are two main areas.

0:19:30.280 --> 0:19:36.980  
Brooks, Stephanie  
General digital literacy knowledge and RWU specific knowledge. We identified the following as those.

0:19:38.80 --> 0:20:8.710  
Lopez, Jaylene  
Accounts and passwords, Microsoft Office virtual desktops, collaboration tools, data management, cybersecurity, bridges and campus resources. Campus resources were identified and used. Source Stephanie Hijazi's experience we created objectives for what we wanted students to know how to do something to look for in our walkthrough is the objective boxes that let students take responsibility for their own learning. For example, we wanted students to know how to change their password and how to choose a strong password.

0:20:8.960 --> 0:20:13.870  
Lopez, Jaylene  
We wanted them to know we offer free Microsoft Office and where to get the instructions to download.

0:20:16.700 --> 0:20:48.310  
Brooks, Stephanie  
We designed this to be a repository of information that will stay with the students summer essential now during orientation and other parts to follow them for when they're ready, such as virtual desktops, resource embedded, all the resources in the course heavily using LinkedIn learning since it provides a vast array of video courses. We also chose quick videos looking for information to be delivered in under 2 minutes for quick tutorials embedded directly into the course. Each section is designed to look similar and uses drop down menus.

0:20:48.500 --> 0:20:57.760  
Brooks, Stephanie  
That highlight the important RWU information which show you what the course looks like. The physical design was made to look super sleek, thinks Natalie.

0:21:9.970 --> 0:21:29.820  
Lopez, Jaylene  
OK, so this is the introductory page that includes the course, objectives and instructions to ask access course resources. The objectives are important as it allows students to take responsibility for their own learning. Students will see this page when they log in, and we'll use the left menu to navigate through the course section.

0:21:33.760 --> 0:21:44.730  
Lopez, Jaylene  
The first session that we have is accounts and passwords. We included lots of videos in this section and included interactive tool story videos so students can see just the information they need.

0:21:45.910 --> 0:21:55.660  
Lopez, Jaylene  
We also included information about what types of account student have and what they each do, as well as a login guide as this information is new to our students.

0:22:7.590 --> 0:22:24.990  
Lopez, Jaylene  
Microsoft is the next section and as help desk staff we know how important this information is in the first few weeks of school, we provided the information to download Microsoft Office for free for students as well as further lessons on using office products.

0:22:30.720 --> 0:22:41.360  
Lopez, Jaylene  
Next, the following section offers information on virtual desktops. We source the video that clearly explains what virtual desktops are in under 2 minutes.

0:22:48.770 --> 0:22:51.590  
Lopez, Jaylene  
And the next section now we have is collaboration tools.

0:22:52.550 --> 0:23:0.310  
Lopez, Jaylene  
We identified using Zoom, Gmail and other online communication as important digital literacy skills.

0:23:0.960 --> 0:23:9.810  
Lopez, Jaylene  
We included information about RWU collaboration tools that will set them up for success on their first day and how to effectively write an e-mail.

0:23:22.950 --> 0:23:24.910  
Lopez, Jaylene  
The next section is.

0:23:25.610 --> 0:23:29.740  
Lopez, Jaylene  
Data management which explains where to put your digital stuff.

0:23:30.730 --> 0:23:39.860  
Lopez, Jaylene  
We try to make this section relatable and tailored to RWU student needs. We use language like where to put your stuff as opposed to tech jargon.

0:23:40.600 --> 0:23:43.950  
Lopez, Jaylene  
And free RWU storage options.

0:23:49.830 --> 0:23:58.290  
Lopez, Jaylene  
Next, we have the Cyber security section and this includes how to keep your digital stuff secure and how to report phishing.

0:23:58.950 --> 0:24:8.970  
Lopez, Jaylene  
And security features for RWU accounts. This section is a great addition as it becoming aware of security features is the first step to keeping accounts secure.

0:24:17.420 --> 0:24:20.770  
Lopez, Jaylene  
Next we have our bridges section.

0:24:21.970 --> 0:24:31.560  
Lopez, Jaylene  
This was designed by instructional design and includes a you try option for students to take a quiz and submit an assignment.

0:24:33.790 --> 0:24:40.270  
Lopez, Jaylene  
These are great additions as feedback from instructors and students showed that many students needed assistance with this.

0:24:41.100 --> 0:24:45.630  
Lopez, Jaylene  
We also included a note taking information video.

0:24:54.960 --> 0:25:5.890  
Lopez, Jaylene  
In our last section is our campus resources. We listed IT and ID as resources as well as other groups on campus.

0:25:7.30 --> 0:25:16.980  
Lopez, Jaylene  
As we are all part of student academic success and we also were able to use the new bridges feature that we have which is the contact US button.

0:25:18.500 --> 0:25:19.610  
Lopez, Jaylene  
Thank you everyone.

0:25:32.920 --> 0:25:41.670  
Brooks, Stephanie  
Each section has our student employees introducing the section as they bring a unique perspective to the project and a more engaging and relevant experience.

0:25:42.550 --> 0:25:53.390  
Brooks, Stephanie  
Students want to hear from other students, and we did this by starting each section with that student video. Students created their own scripts and went through an approval process and added their scripts on any feedback.

0:25:55.30 --> 0:25:57.640  
Lopez, Jaylene  
We wanted these students to be our students voices.

0:25:59.180 --> 0:26:26.790  
Lopez, Jaylene  
When assigning sections, we kept in mind areas that could bring expertise. For example, we paired up Anna, Renee, and Napoleon for our Cyber security section as they made during cyber security. Both of them worked collaboratively by combining their knowledge of cyber security and their real life experiences towards their script. We will be showing you one of the introduction videos. This is zuli and libni and they read the script written by Libby and Aiden for our virtual desktop section.

0:26:32.50 --> 0:26:42.810  
Ethier, Karen  
Hi, I'm Julie. Let's talk about virtual desktops. So what are virtual desktops? Great questions. Virtual desktops are desktops that can be accessed remotely from anywhere from the cloud.

0:26:44.70 --> 0:26:45.930  
Ethier, Karen  
And where can I access these virtual disk?

0:26:47.230 --> 0:26:57.50  
Ethier, Karen  
You can access the them through any personal devices that support the needed software, most likely windows or Macs. Operating systems would be used to act.

0:26:58.160 --> 0:26:59.260  
Ethier, Karen  
But why would I need to do?

0:27:0.90 --> 0:27:8.210  
Ethier, Karen  
Here at Roger Williams University, many courses, you softwares that you would normally pay for to make up for it and make it more available to more students.

0:27:8.830 --> 0:27:12.510  
Ethier, Karen  
The software is provided with no additional cost through these virtual.

0:27:13.530 --> 0:27:15.370  
Ethier, Karen  
So free software. Yeah. Free soft.

0:27:16.210 --> 0:27:17.660  
Ethier, Karen  
What else can you tell me about virtual?

0:27:18.480 --> 0:27:29.990  
Ethier, Karen  
Well, access and virtual desktops remember that it doesn't affect your personal devices. The software is being handled by the cloud to make sure that you have the best experience, make sure that you have a strong Internet.

0:27:34.140 --> 0:27:51.0  
Lopez, Jaylene  
Student IT employees were critical part of this project are student Livni is editing all these introductory videos. Students like Zelia and Aiden helped source some of the material and we heavily relied on students to check for clarity of source materials and what was important for students to know.

0:27:53.470 --> 0:28:9.0  
Brooks, Stephanie  
It means a lot to us to have been able to help future students and showcase and collaborate with our student employees to help the next generation of RWU students. We want to introduce you to the staff that made this digital literacy course possible and engaging to new students.

0:28:15.60 --> 0:28:16.950  
Ethier, Karen  
Hi, my name is Daniel. Hi. My name is Nick.

0:28:17.30 --> 0:28:28.920  
Ethier, Karen  
Hi. I'm. Hi, I'm zuli. Hi, I'm David. I'm is. Hi, I'm Anna Renee. And I'm not. Hi. My name is Isaac. Hi, I'm Emma. And I'm Zach. Hi, I'm kimmy. I'm Dorothy.

0:28:35.780 --> 0:29:8.770  
Ethier, Karen  
Thank you so much, Jillian and Stephanie. So these are just a few examples of how we're trying to bring value, meaningful experiences and equity to our students, both through our services and through our work opportunities. And I know I speak for all the IT leadership that we're really proud of, the work that these staff and students are doing and excited for the potential for future projects. So as promised, I provided we provided a link to our Instagram through this QR code. So you can just hold your camera up to the screen right now and link right to our Instagram and go ahead and follow us.

0:29:9.50 --> 0:29:13.330  
Ethier, Karen  
I expect to see some new followers on our list later today.

0:29:14.550 --> 0:29:21.620  
Ethier, Karen  
Are there any questions about any of the presentations for any of our students or staff?

0:29:24.820 --> 0:29:56.110  
Everett, Margaret  
I have a a, a comment and A and a question like my comment is, it's just, especially on sash. It's so wonderful and inspiring to see the work that the students are doing and the really meaningful projects and contributions you've made. And I I really congratulate IT for your thoughtfulness in helping bring students onto your team and and really identify ways that they can be.

0:29:56.210 --> 0:30:0.540  
Everett, Margaret  
Really engaged with you as team members, so I've genuinely very impressed with that.

0:30:1.740 --> 0:30:31.10  
Everett, Margaret  
And it's also wonderful to see the contributions across cybersecurity and digital literacy and the course that was developed just a real range of projects. But cybersecurity is such a, you know, a constant topic. And as somebody who is often impersonated in some of these phishing emails, I just, I wonder if the if the students can comment on, you know, what you think are sort of the the big.

0:30:31.160 --> 0:30:41.130  
Everett, Margaret  
Big or emerging challenges for universities right now in terms of cybersecurity, or there's some some new threats or challenges that we're?

0:30:41.260 --> 0:30:51.690  
Everett, Margaret  
And you know, struggling to to get our arms around or any any any thoughts on how we keep up with all of this madness?

0:30:55.110 --> 0:31:24.920  
Evan Isaac  
Yeah, I guess I could speak to that a little bit. Is that basically what I have seen? So I currently work at Echelon risk in cyber as a penetration tester and we do an on our internal is. We also do a bunch of phishing campaigns and when we tend to do is we tend to go out and replicate a website that the client is currently working on. So for instance, right, if there was a phishing campaign for Roger Williams, it would look identical to either bridges to Roger Central or to the.

0:31:39.270 --> 0:31:39.750  
Everett, Margaret  
Umm.

0:31:25.60 --> 0:31:55.980  
Evan Isaac  
Standardrogerwilliams.edu website. So it's kind of important to educate students regarding how to approach an e-mail, not just start clicking on different links, but also just looking at what the link is redirecting you to. Yeah, I see a lot of people in the field that don't do this and they simply just try to click anything and everything on that e-mail and it turns out to be efficient campaign. And that can obviously lead to malware, ransomware or what have you. And it could turn into a breach. So I would say just continue to do some sort of course.

0:32:15.780 --> 0:32:16.140  
Everett, Margaret  
Well.

0:31:56.190 --> 0:32:25.650  
Evan Isaac  
For the students, either each semester or every year, just to make sure that they understand the risk of what a phishing campaign can do. Now, fishing is not the only social engineering that can go on. There's also vishing, which is the voice kind of fishing, and with new AI development, you can now impersonate someone's voice as a real person. So something that is currently becoming a problem is people are pretending to be other people's grandmas, and the grandma's saying, hey, I need money and when.

0:32:26.110 --> 0:32:46.40  
Evan Isaac  
They talk. It sounds like the actual grandma you get. It's a scammer, right? And then when you send over the money, you actually just sent it over to the wrong person and you get scammed. $500.00, let's say so. Also talking about various different social engineering is critical, right? When it comes to securing not only yourself but the community around Roger Williams. So.

0:32:46.960 --> 0:32:47.210  
Evan Isaac  
This.

0:32:48.320 --> 0:32:49.340  
Everett, Margaret  
Well, thank you.

0:32:48.450 --> 0:32:51.700  
Ramella, Allan  
A question Margaret. Margaret, did you ever get rid of that grand piano?

0:32:57.200 --> 0:33:0.60  
Everett, Margaret  
I'm trying to get rid of a few pianos on this campus.

0:33:2.450 --> 0:33:4.170  
Everett, Margaret  
So that's a tricky question.

0:33:1.920 --> 0:33:5.460  
Ramella, Allan  
Yeah. Yeah. Thank you so much, Evan. That was that was brilliant.

0:33:2.120 --> 0:33:8.300  
Ford, Daryl  
No, I I I, yeah, yeah, I got it. Thank you. I think, Rachel, you had a you had a question.

0:33:9.600 --> 0:33:10.700  
Ford, Daryl  
OK, look, I'm sorry.

0:33:9.300 --> 0:33:36.690  
Ortiz, Raquel  
Yes, thank you. I have a few basic basic questions. So first of all, thank you to all the students who were involved in this project. That is an amazing looking tool. So kudos to you for a job really well done. My first question is I I'm not sure if I misheard, is this going to be something required of the undergraduates or just something offered for them?

0:33:45.690 --> 0:33:46.60  
Ortiz, Raquel  
OK.

0:33:55.620 --> 0:33:55.970  
Ortiz, Raquel  
Umm.

0:34:0.230 --> 0:34:0.530  
Ortiz, Raquel  
You good?

0:34:3.230 --> 0:34:3.780  
Ortiz, Raquel  
OK.

0:33:38.630 --> 0:34:8.340  
Ethier, Karen  
So this is meant Raquel. Thank you for that question and your comments. This is meant as a Justin time learning tool for our incoming students and and and freshmen and transfers. So something that they can dip into, take what they need or want out of it, how it is an ongoing resource, but nothing required. We don't have any quizzes in there or any tracking at all because we know that students differences will need different aspects of that.

0:34:8.20 --> 0:34:9.90  
Ortiz, Raquel  
Umm.

0:34:9.200 --> 0:34:9.470  
Ford, Daryl  
Right.

0:34:8.780 --> 0:34:13.920  
Ethier, Karen  
Right. And so the, the and and we think this makes it a more welcome tool to use.

0:34:14.330 --> 0:34:15.480  
Ortiz, Raquel  
With that so.

0:34:13.710 --> 0:34:40.730  
Ford, Daryl  
Right, right. I would say I would say though that in the future that you know, we may want to look at potentially changing that only because in order to gauge kind of the overall digital literacy of our of our students, it may be important that we, you know require that eventually maybe. But like I said for now, like Karen mentioned, it's it's this is this more of a fluid thing where we're we're we're as optional for students, but we may want to look at doing that eventually and that's something that's something we can we can talk about is Tech Council.

0:34:43.170 --> 0:34:43.840  
Ford, Daryl  
Sure, go ahead.

0:34:41.690 --> 0:34:47.220  
Ortiz, Raquel  
So I have a couple follow up questions. So my second question or my third question I guess is.

0:34:48.800 --> 0:35:17.290  
Ortiz, Raquel  
Is this going to be made available to law students and other grad students? Because you'd like to think that by the time they come to us, they have these skills, but they have the same questions. I cannot tell you how many times we answer the question about can I get Microsoft Word? And the answer is yes. And this is how you find it. So that's question one. And the second part of that question is if it's going to be made available to graduate students.

0:35:18.110 --> 0:35:25.910  
Ortiz, Raquel  
Particularly because the law school starts several weeks ahead of time, is there any chance that this is going to be made available this summer?

0:35:27.310 --> 0:35:40.140  
Ortiz, Raquel  
Believe it or not, the law students are gearing up. As for the minute July 1st hits, they're gearing up for law school. They're reading things and all that. So this would be a perfect time to introduce them to these tools.

0:35:41.260 --> 0:35:49.90  
Ortiz, Raquel  
And to get them geared up so that when they show up on August 9th, they're ready, ready to go. And they have what they need. Thank you.

0:35:51.180 --> 0:36:7.610  
Ethier, Karen  
I hate to do this, but I'm gonna put Stephanie Hijazi on this body. This she's actually the one who isn't loading the students into the course. So, Stephanie, I'm wondering about your thoughts about adding law and graduate students in not to put you on the spot.

0:36:8.830 --> 0:36:28.560  
Hijazi, Stephanie  
Yeah. So this course was originally directed mostly as a freshman orientation, as as the the main audience and transfers and as a kind of pilot for this particular year, we wanted to see how that would work for the students in particular.

0:36:28.880 --> 0:36:55.610  
Hijazi, Stephanie  
Umm it's it's a technical issue of trying to get, you know, students in in a timely manner into the course because this is actually a site. It is not a course and because of that there are some technical issues involved with having to load students in there. My my thought is that because we're working with a couple of diverse audiences when coming into the course.

0:36:56.820 --> 0:37:13.940  
Hijazi, Stephanie  
There can be conversations about, you know, which audience you want to get into this course as well. So if there's like, incoming law students, we can maybe talk about something like that more in their kind of because of technologies might be a little bit different that they're being.

0:37:14.10 --> 0:37:20.920  
Hijazi, Stephanie  
No, but that they're getting exposed to so, but definitely something we can we can work through.

0:37:22.180 --> 0:37:37.450  
Ortiz, Raquel  
And and I would be happy to advise or or chat with you about what they need, but basically word bridges zoom most of what I saw is applicable to law students and they are the questions that come to us.

0:37:38.330 --> 0:37:45.800  
Ortiz, Raquel  
Early and often, when the students start arriving on campus, and sometimes even before they get here. So thank you.

0:37:47.680 --> 0:37:53.680  
Ethier, Karen  
Well, I'm gonna let Stephanie Brooks take on your question about when the course will. The orientation will be available.

0:37:55.510 --> 0:38:2.950  
Brooks, Stephanie  
So I think our goal is the beginning of orientation to line up what the freshmen. So that's a June 1st, right.

0:38:3.680 --> 0:38:12.380  
Brooks, Stephanie  
Right. Yeah, June 1st, it will be available. It's pretty much ready to go other than those videos and we're really excited to have it lined up with the orientation.

0:38:14.360 --> 0:38:16.290  
Ethier, Karen  
Thank Stephanie and Stephanie.

0:38:18.80 --> 0:38:37.330  
Ford, Daryl  
Umm, I think there was a question in the chat about faculty, staff and so forth. So back in back in the early fall, we launched the Technology Training website, 4 faculty and staff that has a lot of these components in there. So if you go to our, if you search RWU technology training, it'll pop right up so.

0:38:39.150 --> 0:38:42.690  
Ford, Daryl  
So I welcome, you know, welcome you guys to go and take a look at that.

0:38:51.590 --> 0:39:8.520  
Ford, Daryl  
So I guess so I wanna I wanna echo, I guess Margaret's comments in regards to thanking everyone for their fantastic work. You guys have done. I'm so proud of the work you guys done at me. I'm sitting here welling with emotion while you guys were talking. So I was very happy, very proud of what's going on here.

0:39:9.460 --> 0:39:26.840  
Ford, Daryl  
And I want to open up to the Council, talk about, you know, how we continue with these good works and and anything that Council Council might recommend to improve what we've already done and take it to the next level. So we wanted to kind of open that up, open up for discussion with the Council to see is any thoughts there.

0:39:27.990 --> 0:39:28.400  
Ford, Daryl  
Eric.

0:39:28.270 --> 0:39:29.750  
Ethier, Karen  
It looks like Eric has a question.

0:39:31.750 --> 0:39:58.820  
Bronson, Eric  
Yeah. I just wanted to jump in and and and kind of say exactly where you were just saying there Daryl and and it was same as Margaret. Normally when I go to these presentations, I have a question for the students who are presenting and and it's very you know I'm I'm used to hearing very theoretical presentations or ones that are loaded with all kinds of numbers and they're highly qualified. But and and my question is, OK, what do I take back to my students? What do I go tell?

0:39:58.920 --> 0:40:29.340  
Bronson, Eric  
With people in the world are criminal justice about but, but that's what this was. This is answering exactly what what my question is. You all provided an answer to a need for a campus. And I and I just wanna say, you know, I'm really proud of the work you guys have done. You all should be proud. This is fantastic. You provided a tool and along the way you built up skills that are going to help move you into the real world. When you go out there to get all those job offers. So great work, students. Good. Good work. I'm really proud of you guys.

0:40:37.970 --> 0:40:39.570  
Ford, Daryl  
Appreciate that. Thank you.

0:40:40.370 --> 0:40:43.430  
Ford, Daryl  
Any other comments, feedback or questions?

0:40:52.470 --> 0:40:53.0  
Ford, Daryl  
Alright.

0:40:55.490 --> 0:40:59.540  
Ford, Daryl  
So with that, I guess there's no other comments or feedback I think.

0:41:0.410 --> 0:41:2.580  
Ford, Daryl  
Could probably give you back another 15 minutes of your day.

0:41:3.440 --> 0:41:34.30  
Ford, Daryl  
But we do, we do definitely appreciate your time. We we thank you for again we thank the students. Faculty comes to our students early professionals and interns, for their hard work on this. We're going to continue to do the good work up for the university to continue to advance the university's mission and you know, look forward to more to come. As I said before the transcript and the recording is going to be on the Technology Council website. So you can reference that or you can point your you know your.

0:41:34.390 --> 0:41:40.100  
Ford, Daryl  
Umm, constituents to that website in order to see to see what's happening, see what happened here today.

0:41:41.110 --> 0:41:44.460  
Ford, Daryl  
If you will and we look forward to seeing you again next time.

0:41:47.950 --> 0:41:49.780  
Everett, Margaret  
Thanks again. Great work everyone.

0:41:50.470 --> 0:41:51.10  
Ford, Daryl  
Thank you.

0:41:51.800 --> 0:41:52.630  
Bowman, Gregory  
Thank you very much.

0:41:53.50 --> 0:41:53.540  
Mia Dickmann  
Thank you.

0:41:52.350 --> 0:41:53.680  
Ford, Daryl  
Are now thanks everybody.

0:41:53.950 --> 0:41:54.350  
Evan Isaac  
Thank you.

0:41:54.820 --> 0:41:55.80  
Ford, Daryl  
Right.