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.