

Hi Everybody. I'm Bryan Brown, I'm with IT. And for number one, we really focused on our undocumented students. And this was really eye opening to me to learn about this and the challenges because they're not eligible for financial aid. And so this is a significant portion of our of our student population. So the challenges are how do we promote ourselves to these students and maybe even more importantly, the families of these students so they know that we exist and that we're here as an opportunity for higher ed, for them, for their children.

How can they get aid? There are some small pockets, like, for example, there's something called advocates in the state of Connecticut that they can apply for. But there is an apprehension to report, too, to fill out forms and things like that, because that can open up possibilities to be it's just to be exposed or identified. So there's a challenge there to get those families to participate.

So we talk about how do we do outreach, One, that there's like two levels of communication that seems to have to happen. One is to raise awareness on this campus that this is even an issue so that it's not just falling on one department to be going out there and trying to address this issue, but then also to get the word out to the campus community.

There are organizations, there are businesses who are looking for sources to do funding. And this would be a perfect opportunity for them to participate and meet the needs of these students. So the challenge is how do we make those organizations aware? I mean, the significance that pretty much sums it up you. And thanks to all of everyone.

Thanks so much.

Yeah. So just to add on to some of that, we started out talking for question one in our table about sort of the just in general, the needs of our society just becoming more global across the board. And what are we doing to respond to the community that we actually have here and who our students are? And it kind of went a little off topic, but that brought us to talking about this idea of a climate survey and have we done one recently or do we need to do one?

And are we asking our students who they see themselves to be as well as the identity that they're seeing for the campus as well as what they would like it to be? So we spent a lot of time talking about the benefits of doing something like a large climate survey. And we also did bring up a little bit about this, the Hispanic serving institution. And if we're seeing ourselves as that sort of an institution that we are becoming, not only do we need the supports to support that population, but are we incorporating that into our identity and celebrating that and not just having it be a label that we have as an institution, but really part of who our students are? So that's what we think is the way to come a great I think I'm way too tiny for this.

All right. Hi, everyone. So for question one. We talked about how we should say no to not calling them nontraditional students. We think it's not really as inclusive anymore than it should be, you know, like an adult learner or mature or maybe like we can brainstorm some sort of new name where it's like instead of first generation, something along those lines.

So I think it makes it a little bit better than hearing your nontraditional student, because personally, Dayle and I have had meetings with nontraditional students and they don't even know what that is. So let's just bypass that. We were also talked about maybe implementing some sort of like certificate programs for Masters where it's a little bit easier for you to get like maybe like do a 36 hour program, like throughout a week and get a little bit of ahead of a certain trade or some sort of certificate with like we were talking about, like I, we were also talking about showing value and education and more community outreach.

We have a lot of community outreach that we do, but I feel like it's not as strong as we can be and we really want to bridge those gaps between where we have them, really. So if we can go into the community a little bit more and show them the value of education at an earlier age, and I you know what? It really matters to them. Instead of senior year of high school when they're like, holy crap, what are we doing? That kind of thing, you know? So, yeah, that was it. Thanks so much for anything from the small person to the tall person I'm hearing about towards your social sciences. For those who don't know me and my table focused on a lot of things.

We just had a huge conversation and so I filtered it as like I as we went some I might be a little erratic here. One of our main focal points is that the university needs to do a significantly better job at Integral building itself into the local community. We need to do things like openly host events. We need to not be shy about fronting the extra cash and the perfect example of that was a couple of years ago.

We started hosting Juneteenth celebrations here on campus and overnight we had over 300 African-American folks from the local community on our campus. And it was a beautiful thing and we're going to do it again this June. I'm sure Daryle and Ree Gunter and Danielle King were big parts of that. We need to connect better not just to the black community, but, as others have noticed, to the Latino community.

And the Latino community is really the Latino communities. They're a very diverse group of people with different interests. They love each other and they also fight each other. So we need to be better about honing in on those things that they have in common. This is a very family-oriented community. We need to host family events here on our campus.

And we also, as AnaMaria was pointing out, whenever she has somebody from the Latino community coming on campus, they always show up with their parents. They're very family focused. We need to have we need to stop talking about having bilingual folks on campus and stop talking about having a bilingual website and apps. And we need to have it. It needs to be done already. We all know that when we take a walk off this campus immediately, we need to know either Spanish or Portuguese. But when those folks walk on to our campus, they're met with a lot of monolingualism. So that's a huge problem. Some other things. There's a lot of hubbub about the status which we're about to achieve of being a

Hispanic serving institution. And that's amazing. We need to not become that Hispanic serving institution officially from scratch. We need to do our homework about what are other institutions who have long held those statuses state by whatever the word is. What are what have other campuses been doing for eons that we can look, do a quick learn and make it happen? We are not a happening campus, so the social climate needs to be enhanced very thoughtfully.

These are things where we have to money upfront and the outcome will come that we will. We got to put the money out there and it will come eventually. Let me check my list here. socially. Also, we have to focus better on representation. I mentioned the language people need to have. We need to have not just one person, but we need to have multilingual people all over campus.

And that needs to be in job descriptions. And not just Spanish, but Portuguese too. And the other thing is hiring faculty of color and how you can't hire one faculty of color, one person of color for faculty and assume they're going to stay. What is successful that summer are aware of is what we call a cluster hire. If we do, cluster hires will we bring a whole crop of faculty of color in together?

They become an inherent support system for each other and for others already on campus, and that becomes a huge draw for our students. So, yes, I'm saying hiring faculty, we are going to have to hire some faculty eventually. But if we do this in super thoughtful ways, it will attract students because the students of color whom we're already serving will cling to that. They do claim that.

The other thing that I'll mention is I've been personally working on a stackable, DEI intentional DEI program, and part of the way that that engages better is to draw in people from the community to be a part of that diversity equity and inclusion program. So on that point, whenever we can pull people in from the local community, it gives them a stake in our university.

Am I leaving anything out folks? I think we're good. All right. Thank you.

Hi, I'm Beth Koschel. I'm the administrative assistant for the School of Professional Studies. As with Carina's group, we too, kind of gotten to a big conversation around the table and did happen to look at the examples all summer answering our questions. So in regard to question one and how societal values are shifting and what impact these might these changes have on WestConn,

I think all of us know there's there are less families and the families are choosing to have less children, so we have less people to draw from. There's been a change in values we feel and the value of education on a lot of I think the population that would be coming to college isn't necessarily looking for a higher ed experience.

They're finding other avenues of work, whether it be and going in a trade or there's so many jobs that are available online now where they don't need the education that they're kind of delving into those and not necessarily looking to expand their education. It was brought up to actually by a younger member of our group that Amy said that there is a higher percentage of women with college degrees now, quite a bit higher, I guess, than our male counterparts.

And that the shift may be because some traditionally, I guess, female counterparts do a little better at sitting still and kind of taking everything in or really dive into their studies where a male might be out there, maybe more interested in doing a trade. I think we need to focus on the fact that we're going to help with specific needs of our students to help them find, which I know is hard, and they're coming in at 18 to get a specific degree and use that degree in a field where they can find a career.

We also feel that there should be a required introduction to the career center. They have so much to offer and I think a lot of our students don't know about it and it really goes underutilized. It was brought up also by someone in our group that where they were at one point that it was required that a freshman start a resume their freshman year and then it kind of gets developed throughout their four years, which is great.

It becomes a part of their senior thesis. When they're a senior, it gives them something solid to work with. And I know the Career Center helps with these as well, but if the students are keeping track as they go along, we all know it's a lot easier to have a document that you add to the know how to create it from scratch. You know, two days before you go for an interview. It would be nice if we could have the mandatory use of the career center. That is maybe with our FY courses. If it's in if it is introduced, then. And as far as like you were saying, the non-trad students or course is available at night to cut to accommodate them.

Sometimes there's no way to finish a degree of only go in the evening and it would be nice that they were able to do that. Also, I think it's really important for our students and again, this might be introduced in our FY courses that they learn that they have to use our WestConn an email. I mean, I think it would be hard to find a student who doesn't have their Gmail or whatever else they're using Yahoo on their phone.

So when I have a student come in and they tell me they miss an email, is a do you have it on your phone? No, I have my Gmail. Well, that's not how we communicate with you. So this is your important place right now. So let's get your was WestConn in there. So I think it's good to kind of promote that.

And that's what we came up with. Thank you. Table six, AnnMarie. Morning, so I'm AnnMarie, I'm from university advising we started this question a little bit differently because we looked at thesub questions and we were looking specifically at nontraditional students and DEI as two separate parts. So one thing that we thought was important is to separate nontraditional from DEI because they are too unique.

And I did like Tori's suggestion to stop calling them nontraditional and maybe mature learners or something like that is more appropriate. So I'll do my best to remind myself of that while I'm here. But we felt that right now what we need to do as these trends are emerging and we do recognize the need for finding new talent, we'll say, to attract to WCSU, to both our faculty as well as potential students.

So for a nontraditional excuse me, mature learner that maybe stopped out and has some credits or no credits earned, but is looking to go back to earn their degree, we thought that maybe we needed to offer different programs. We need to evaluate how programs are delivered and we need to also keep in mind that those programs shouldn't be current programs attracted to the traditional or first year type students because they want a different format.

Than these mature learners might desire to have other responsibilities. So we need to make sure that we're not flipping one to serve one group and excluding another, but figure out how to make this work for both because we are limited, as someone said recently in the number of students even available at this time, right? So we need to look at peers.

So for example, we mentioned Post University has I think over 800 1st year sections or students. Do you remember what she said? Elizabeth left, but Elizabeth was mentioning Post University as a model we can look at for traditional age college students and mature learning college students to try to see what they're doing that we could maybe draw from. As an example.

There are a number of other programs as well, but that was one example that we mentioned. We also thought that it'd be important to look at our current programs and see if there's anything that does currently attract a number of these mature learners and see what the benefits are of those programs to then see where it kind of falls short and how we can improve that.

So we have some ideas around that. We also thought that for the DEI, part of this question is we really need to focus on how we can support our second language learners. So non-English speaking students as their first language and Carina did mention Portuguese and Spanish, but we do have others. How we can support helping those students who are bright and can be here because they pass our admission standards, but they're in the classroom at a faster pace, not able to capture every word and concept that's delivered because it's not in their native language.

And so what we want to try to find is a way we can support them as a university, because as Elizabeth mentioned and as I've experienced in my office many times, students are asking for an accommodation because of the language, but they're not eligible because it's not considered an accommodation that Elizabeth's office can provide. We also thought it'd be helpful to make EAP larger.

Perhaps we can find a way to increase the populations we're able to serve through our EAP program, including that first semester they PASS supports that they do provide that could really help our students. We recognize there are issues with financial support for all of our undocumented students, and we also recognize the need for more community engagement within Danbury and the greater Danbury area.

We also want to just mention we did think this was more about best practices. So I just want to mention what Charlie and Elizabeth and I were talking about initially, that we want to make sure that we are using best practices that are tried and true and that they are reflective of the way other systems, including our own system, are organized.

So our current organization is not really operating under best practices and how we are structured. So maybe we should review that to figure out how we can best serve our students, potential students, as well as DEI by making sure that we are organized in a way that does serve our students best. Thank you.

In our provisional status for HSI. We are going onto our year two of that. We are 27% Hispanic and Latino serving. We need to do a better job of this. We feel that a climate survey that could really help to improve our entire campus from the top, all the way through towards our through our student population and as well as faculty and staff, we really need a true infusion of multicultural engagement at the university, not simply just one office.

So we felt it was important to make sure that we infuse it across our campus and not limit it to one space. And we also felt that increasing our community outreach and engagement with such things as dual and concurrent learning opportunities would help to improve our outreach and improve our ability to engage with these populations outside of the university, to help them to come here where we can then serve them if we do a good job with question number one.

We also felt that making sure students have the things they need is often an issue with first generation students, as this population is also often first generation. Making sure students have their materials and seeing what we can do to establish either technology or materials as part of tuition and fees might be a helpful measure for that. Thank you.

Hi, I'm Susan Hemenway and the administrative assistant to the Ansell School of Business. And for question two. We like the idea of better communication for where students can get help and more contact points. We also felt that as a result of COVID, a lot of social interactions was lost. We would love to be able to reach out to students in a way that they feel safe that is not online, where for bringing back interact, in-person interactions, opportunities and networking.

A good way maybe to help with that maybe with communication classes so students can be better prepared. And this will be required and useful in the work world as well. We also observed that we already work hard to be an all inclusive campus, but are open for any additional suggestions. Thank you. Thank you.

The linguistic issues are very important. Reaching out to connecting with families, hosting cultural events. Our cannot go understated. We need to do much more of that Juneteenth and then for other communities too. So for example, there was a large Hispanic Heritage Month celebration. I can't remember where it was. I just remember it wasn't at WestConn. And we can do that here.

The other thing I'll just add on is that if you know me very well at all, you know that I do a ton of events every semester and I will tell you my best events are the ones where I give students license to do it themselves. And so we need to have an ear on the ground and listen to our students and let them construct these awesome events that that are cultural and meaningful to them.

And the effect of this is that often times we are serving a community who is used to their culture being left out or seconded. This can be a space where their culture, etc. can be the focal point, can be the center of attention. And I think that will get a lot of traction right here.

All right. So I'm actually a student here. but do my best. So just to give the brief overview. some of the things have been covered, so I'll skip them in terms of product services, communication we thought that the biggest avenue for most teachers was Blackboard. And one of the biggest barriers was language.

So a good thing to implement could be some sort of translation program that would have, you know, teachers, professors who are posting something the option to automatically translated to languages. You know, the first language. It's much easier to assimilate and it would cause less confusion. We also thought that as far as keeping up to date with cultural trends, it's a lot easier probably to just communicate with students and student organizations, groups which are much more organically in touch, probably as opposed to trying to push to keep up themselves.

You know, as the school. In terms of local outreach, I think was already brought up before a lot of events happened to occur all the time. Some of them get more engagement than others. I think getting an inventory of what events have been perceived the most positively by the student body in the past. In the past, and then making changes based off of what seems to get the most engagement would be a good idea.

I think this could be the main salient point. So things basically Table two has no representative, so one that might think I can be pretty brief on. Number two, I would just really like to copy and paste Carina's response to question one. Covered a lot of what we discussed and offered a lot of additional detail that that was really impressive.

So I think the only thing that maybe we would add to that or emphasize on that is in terms of recruitment, the challenge of reaching non English speaking, non-native, English speaking families, those families are really helping make those decisions for their students. How can we as an institution, communicate to those and reach those families as much as we're trying to reach out to the students?

Because as was mentioned earlier, when these students are coming, they're coming with their families. The families are playing a big role in their decision to come to WestConn. So that's number two have been jumping to number three. Okay. Number three, in terms of the global economic trends, we focused on fewer. The challenge of having a smaller dwindling student population, which has been discussed already.

Just a few highlighted points that we made in terms of identifying what's the right product to target our audience, how do we identify what that right product is? How do we identify who are our target audience is how do we attract students? We talked about some programs or certificates that are kind of hidden within our majors and programs that students come away with expertise on.

For example, something was like MATLAB that they've had experience working in a product like that, that they can put that on their resume. How do we communicate that or highlight that to prospective students that it's they're getting the degree, but they're also getting training in useful areas. Another topic that we talked about is the challenge that the CSU's in general are not specializing in particular areas.

There's a lot of overlap and so we're competing with one another and it's hurting all of us. This is kind of more of a system level challenge. But going back to our original point, when we're talking about being a regional university, how do those two things intersect? Because if we do specialize, does that hurt our ability to be appealing to the students in this region or are we not providing the product?

I hate that word. I'm sorry, I can't think of a better term to the students in this region. So I think those were our main points. They're some of the best things.

All right. So for the second time, I'll just focus on, I think, the financial aspects and pretty sure the other ones will be covered. So regarding, you know, the disconnect between employer demand and college



experience, we thinking of two sides. One with professors is something that was brought up was very communication between professors and businesses for grants and things.

It would help build relationships. It would help make sure that more then could occur. And I think it would filter down to the students at some level. The other thing that was discussed was perhaps more opportunities for inviting businesses and then representatives from those businesses into the class space to get to know students to interact with and to have some kind of communication build, not just in the form an application that gets out and gets sent out, reviewed.

So perhaps projects that, you know, can be viewed by visiting employers or perhaps visiting employers, places of business to get some exposure and open some communication in that regard. And the other aspect was perhaps more in class discussion of these subjects, because sometimes it can be difficult for students with the bevy of options available to actually avail themselves of those opportunities.

So perhaps picking out the most critical ones the professor can identify was the most interested in and was valuable and incorporate them into the class. Basically could make students more aware of their business in the first place.

And so I think the economic issues, when it comes to not beating itself quite so much, we're facing a lot. We all know that. But our economic crunch is not really coming from us. It's coming from the broader spectrum. And so we're doing our very best and we will go high and low to do whatever we need to do on the ground here.

But what we really need to do is advocate at the upper levels with the BOR and with the state legislature. And what I'm specifically talking about here in this context is we never have enough students at this university. Since I started here in 2001, I believe the student population has been cut in half, right? Since 2001 how much has the world's population growth?

Is the population of the world shrinking? No, just the opposite. My point being, we are already an immigrant community. We are set up to be an immigrant community. We need to advocate something that may not be popular, but it's what will get students into our university. We need to be not only ourselves advocates, but the BOR in the state of Connecticut needs to be a significantly stronger advocate for immigration increases at whatever level, because that's who we can recruit more easily.

Immigrants migrate to places that are familiar and we are already a familiar immigration destination place. And yes, I specialize in migration studies. I'm a sociologist. And my other point was, is I ran into this earlier this week. I have a student who is panicked because she can't afford to come to WestConn

anymore. We're trying to find her funding, but she can't afford to come because she's being charged international student tuition.

She was born abroad, but she's been a resident in the city of Danbury for various years. Sorry, I need a little water. So what can we do? WestConn can't make a decision to offer her in-state tuition. But what we can do is get the BOR and the state legislature to shift who they are charging international rates for.

We are kicking ourselves where it hurts most when we let go of students who can't, who simply can't afford to pay the international rate. These are students who are already in our community. They live here. We need to onboard them the same we do other students with in-state tuition. There is a caveat for students who are undocumented, who have graduated from Connecticut high schools.

But we need to go beyond that because the student I was dealing with this week did not graduate from a school in Connecticut. But she is it fits right into the community. She is Portuguese speaker. So what I'm saying is let's attract more international students, but let's not try to charge them international tuition. And I know that's kind of the opposite of what President Singh is suggesting, but I think we actually will get more bang for our buck if we work toward that end.

That will also be a huge shout out to the local community if we can achieve that.

So the issues we're facing obviously state budget slashed significantly less of a pool to draw from. It was brought up our table that perhaps we could offer an incentive for living on campus.

Also, we should highlight our internships and opportunities, examples of that being like trips abroad and possibility by showcasing our alumni who have been, you know, very successful out there after obtaining a WestConn degree. It may maybe expand the in-state tuition and we need to figure out how we can compete with online programs. We should be promoting our value, fostering internships.

I know our nursing department and SPS, we just had Nuvance down the other day and they were doing interviews on campus with our students. So it'd be nice if we could reach out to a major corporation in the area that's looking for help, get a couple of their representatives in to perhaps interview some of our students maybe Ansell and Macrocostas.

I'm sorry, talking about needing an identity. It was brought up on our table by one of our members that we need to become the university that potential students and their parents look at as being the school that when the student completes the degree here they're prepared for and often have a job at or before or before graduation. That's it.

Okay. So with attention to question three, we felt that we need to have pre graduation expectations discussed in meeting with students whether it be faculty, my office or directly with career success. Students need sustainable and tangible internship experiences or capstone projects for each major based on industry expectations. I can't stress that enough when we aren't in line with what the industry expects.

It doesn't matter if we have a student to one internship, if it's not long enough or not applicable, it's irrelevant. We need to recruit and offer alternative course meeting models for working adults or the mature learners. This should be the case even if they have zero courses completed towards a degree. They obviously have other things going on that made them not start at a traditional age for college.

This includes Saturday classes or fully online general studies majors. We need to make sure that we are maintaining our obligations for curriculum updates. This is a barrier that impacts everyone, but in particular all the populations, we're attempting to get more of, including transfer, nontraditional/, mature learners. Even our continuing students will lose faith and leave because of these issues.

We should review all of our technologies and programs by department and justification for the purchase and usage. So when we take a look at what we're doing financially, we do have a lot of softwares and we certainly can look to see what we're using. Can we have one type of software that everyone can use for different reasons? We need to really look at what we're spending money on and not just keep adding, because I know there are some departments here that haven't had the technology they've needed, but other departments have many technologies that they're not really using.

So we really need to take a look at that. We need a strategic plan that will allow us to evaluate these things. So a strategic plan within a strategic plan at the town hall? Unfortunately, yes, I think we do need to do that to really evaluate what we're doing. We actually also need to make sure that when we are reviewing things, we are paying close attention to the accessibility of the product for all students in terms of functionality, but also affordability.

Some departments do require students to make purchases and if they are already disadvantaged economically, then they are going to have a problem accessing those materials, but also making sure that for a student that receives accommodations, that those technologies are also accessible to them. So

So as far as for, we also need to make sure that we have good infrastructure. And I know that IT is always working on this the best they can, but we have issues continuously with Wi-Fi accessibility, even inside the residence halls. So it has improved. It still causes students frustration when they can't be inside their residence hall and attempting to do work or anything that requires Wi-Fi connectivity. We need to determine our approach to AI and ChatGPT. Are we embracing it? Are we not? What are we

doing? That's something that needs to be sorted through. Again, that strategic plan for this part of the strategic plan, right. And also technology. So do we have a loan program? I know we have some computers that are available now, as you know very well. There's some left that we have gotten from I.T. to be able to give to students.

But that's just like. Right now we don't have that as a consistent policy or availability to students. And again, that includes textbooks, technology codes, access codes, things like that. We really need to evaluate what technology we're using. And is it actually improving the experience for students to be able to sustain here and graduate from here as well?

So a lot of this is just echoing, I think, what's been said previously. But we saw AI as being something that will be disruptive in the way that we can maybe think about it is to be forward thinking in how we can use this tool to our advantage because it's probably not going away. It was also mentioned that there's an app called the ZeroGPT, which is a good tool that actually checks whether or not A.I. is used in reports, documents, articles, etc..

So that may be helpful to you. We need to improve links between employers and students. For example, it was mentioned that the Chamber of Commerce are always looking very frequently for workers, and we hear that students are looking for work. So we really need to bridge that gap. And we also feel that in order to be successful, everyone has to be part of the solution or should not always roll downhill.

We think that the retention rates are currently being addressed, so the touch points have been added. So we want we would like to be the person that helps solve the problem, be the people that help solve the problems. Thank you.

We kind of are echoing what others have said, so it's important I will underscore it. There is not good Internet service over on the West side. I just learned that today. I didn't even know that because I'm on midtown. That's ridiculous. This right, we got to do better tomorrow. And then also there are apps. We have a website, but they're not functional.

I mean, when around it's like two days ago on social media. That said for college professors it said if you want to find something out for your university, you just Google it because it's easier to find it. If you Google it as is. So in other words, all the university websites are so bad that we don't even use them as a search engine.

And I laugh because I do it. I do exactly that on occasion at my table today, I just learned that there is a new rollout of the new website, the way it looks and where things are structured, I have no idea. And

the person said, it's in the departments. And then so I looked at my department web page and nope, it's still the garbage that I am not a web designer. I do my best. So, you know, we, we, we, I last. But we have got to get on this because we all know the students are light years ahead of us. We shouldn't be having 18-year-olds come in and look at us like a joke. We need that the 18-year-olds to come in, and go, finally, in a place that is cutting edge because that's what they want. And I'm not a tech person and the other thing that I will just say in closing is I think we've got to harness this artificial intelligence thing. It's only one year old, basically, and I'm a sociologist. I'm not there. But there's some kind of major we can draw out of this in the academic side of the house. I don't know. But there are amazing things that can be done. One of the cool things I just found one thing I like about it is that as I was doing my holiday shopping over Thanksgiving, I noticed the companies are using AI to summarize ratings of products, and it's brilliant. They just summarize what everybody says about the product. And I just shine a light on that in that there are ways to use this A.I. that haven't even dawned on us.

50 something year olds yet. And so, you know, that to me is exactly where a survey of young folks, they've got the ideas. Let's survey the 18-year-olds and see where they want to see this artificial intelligence take off. Just an idea like.

All right. And so I think the start is probably clear that the advent of AI is so apparent, almost doesn't bear mentioning, but just a quick note in, there's a lot of different methods of dealing with it and you raise it, object to it?

I think that it could be a very powerful tool, especially has been discussed as a way to bridge the gap and perhaps some language barriers. People with whom English is not their first language could perhaps have an easier access to remove some barriers between not just them in a class, but also them and fellow students of the written that it could project together. They have, you know that the standing in the way. Another thing to mention is that AI is very good at conglomerating data it's not perfect, of course, but it's also in the worst state it's going to be. It's only going to get better from here. So one thing that has seemed to come up a lot is this idea that, you know from AnnMarie is what programs that people have, what are extraneous, what are useful, and do you even know what are there, one thing as a student that I come across a lot is does a student know what is available and why they should care?

And from what I've seen is if it's useful but overwhelming, then it doesn't matter. They won't engage with it in the first place. You know, there's the career center. The library it's databases, the free student software. If you go to look for it, there's office hours, there's tutoring, there's an overwhelming amount of stuff being presented. But there is no system like Google which can, you know, one stop shop, I need this thing.

There's no dashboard really universally for all of the university's resources, which will just presents a sense one that is most relevant, is easily digestible and that is in a salient manner. So that would be the

other way that I would think technology could perhaps assist not just in new, but in getting more, use out of current resources and perhaps also identify which ones are worth keeping.

And then the last thing is just to always be aware that those trends can change and very quickly. And so probably not marrying ourselves too strongly to any one idea to the point where it can, when the other options is important.

I will briefly talk about some useful ways that we're using AI in I.T.

And probably the best kept secret in IT is that either if we're encountering a new problem or writing a new code, we Google it and we steal somebody else's. So but by using ChatGPT, I can put in parameters and say I want to build this table in this language and it's going to generate code for me, or at least get me 90% of the way there, which is pretty cool.

Or if we have a requirement where we're supposed to be commenting on our code so other people can pick it up and take over, I can feed it my code and say write the English level comments on that and it knows exactly what's happening there. And it's describing what each section of code is doing. That's a big timesaver for those of us in I.T.

What we actually talked about in our group was the fact that our IT is understaffed. As I know there's so many departments at WestConn that are, but there's a lot of technology that we have already purchased that's available to us that we can't deploy because we're just stretched too thin. One of the things that you just brought up in terms of a portal or a one stop shop where either if you're a faculty member or a student, you can go and you have all of your resources, things that are relevant to you.

We have that technology through Banner nine, banner self-service that's just waiting for us to roll out. Poor Julie Johnson is just buried in and just trying to keep the lights on. But that's, that's something that we are we've adopted a new model for managing our projects so that we are pulling projects in. We're working on in four weeks sprints to just try to chip away at some of these things.

So we definitely hear you. And I think the biggest technology challenge at our university is, is just the lack of resources. So that's it.

So in conclusion, I just would like to thank you on behalf of senior leadership. I just thank you all for being here today and for providing your comments, feedback on these questions.

Again, this is just the foundation of what the strategic plan is going to be. So I thank you for all of that. If you don't already know, if you want to access the web page for the strategic plan, it's on the WestConn homepage. There's going to be a button that's at the bottom of the page. Or if you go to the about dropdown menu on the homepage, you can actually do it from there, click on about go to strategic planning.

You can get all of the updates. So all of this information is going to be consolidated, it's going to be gone through and it will, I imagine, going to be put them on to that website so that we can see the constant updates of what the strategic plan is going to look like. Okay, Are there any questions before we break?

Yes, do you want all of the notes that people took. Please, that would be great. Yeah. So Mohinder is going to collect all of the notes right now.