Cheryl Dowd:	Okay. Hi, this is Cheryl Dowd. This is a special open forum for the State Authorization Network. We're really pleased to offer this. We meet the second Tuesday of each month to have an opportunity to ask questions of our experts of the month, but we're having a special one this month, it's December 2019 and we'll have one in January 2020, where we talk specifically about the SANsational Award winners.
Cheryl Dowd:	Today, we have our award winners, Cheryl Carroll from University of Virginia, and Sarah Cheverton from James Madison University, who have collaborated on a project that they're going to share with you today. What we're going to do is we'll start with Sarah, she will share her portion of the project, and then we will have Cheryl present her portion of the project, and we'd be very happy to take any and all questions that you all have. They're going to share their screens and share the inside of their tool while they're doing their presentation.
Cheryl Dowd:	I'm going to turn it over to Sarah, and I'm going to ask Sarah first to be able to share a little bit about her background, and Cheryl, we'll hope that you do the same when you present your aspects. So, we're going to start with Sarah, and Sarah, welcome. Sarah is about to share her screen, I believe. There we are. So, Sarah, happy to have you here today, can you tell us a little bit about yourself and my alma matter, James Madison University? And love to hear about your compliance tool.
Sarah Cheverton:	Okay. Sorry, I had to unmute myself. Well, thank you. This is Sarah, and thank you for having us do this. It's a great opportunity. Yes, JMU is doing well, as you might know, Cheryl, if you've been following JMU is doing quite well in the football arena this year and is working towards the championship. I have, to be honest, I don't know a whole lot about football, but I know that they're doing really well and are really scoring well, like 66 to 12 or something was the... That's a common, that's a common score.
Sarah Cheverton:	So I've been at JMU for 20 years. It was 20 years in August, and for much of that time I worked with the instructional technology area, pretty big instructional technology area, and we did a lot of things to support online learning, as well as online learning of all flavors. Whether that was completely only, whether that was supplemental learning and so on.
Sarah Cheverton:	And so spending time online has been, I guess, a big part of my life here at JMU. And then a few years ago, I left that job and came over to what's called university programs. It's in the provost office. And while I was here it was, the state authorization stuff came along, and it was an opportunity to learn a lot of new things.
Sarah Cheverton:	And as I was learning, learning being a loose term, as I was being introduced to a lot of this content, I found myself looking a little bit like this. I would think that I knew something, and then all of a sudden I would realize that half of what I had thought I had learned was wrong. So I felt like I really needed something that

would help me get organized. And so I thought, "This might be something that other people would want."

Sarah Cheverton: I want to go back though to the first slide here just a second, and you'll notice that we have a lot of text on here, and that's because I've put two titles for this. The first one, Out-of-State Learning Activity Compliance Organizer and Checklist was kind of the original title of this tool, but the next title, The Distance Education Compliance Management Tool is what Cheryl is calling it at UVA.

Sarah Cheverton: And one reason I wanted to put both of these on here is because, is to demonstrate that this tool is really for an institution to take and do whatever it wants to with it. Make it your own, change everything about it, including the name of it, and just wanted to have that there to kind of drive that point home.

Sarah Cheverton: So I'm going to skip past that lovely picture of myself and go back to, and go to just a screenshot of what this looks like, and this is only a portion of it, and you can see that this is really a very simple... it's just a spreadsheet. But really, all data kind of starts with rows and columns, and so that's what's here. You'll see across the top some variables, or column names, or criteria, whatever you want to call it. Things like category, task, important details or notes, and things like that. And then down the left you'll see process management and some other things. And I'm going to talk a little bit about what those are.

Sarah Cheverton: All that stuff in the middle is content that I've put in, and some of that will come with the spreadsheet, because it is standard information that we have to know that comes from the SARA manual, that comes from the federal regulations, that comes from other things. And so you can imagine that this needs to be updated.

Sarah Cheverton: But then the rest of it is really for an institution to use as they wish, to record people that they talk to, actions that have been taken; when were those taken, what were the results of those and so on. And Cheryl Carroll is going to show you how she has really taken it to the next level, which was what made it so exciting about having her as a collaborator.

Sarah Cheverton: Also, I want to point out, in the lower left hand corner, that I am trying to use the sharing the open resource kind of tools, and so I did add this on there and basically it means that you can use this and do whatever you want to with it. It might be good if you gave some attribution to it, saying that it came from JMU and UVA, but that's even okay if you don't do that.

Sarah Cheverton: So the purpose of this activity really was to provide a user friendly guide and for me, it's a to-do list and a tracker. I'm a big to-do list person. And also, and this is what Cheryl has really done so well, is to use it as a master with links to supplemental documents and even more than that. And again, she will talk to you about it more.

Sarah Cheverton: So, what's on it? As you saw, it's a spreadsheet, it's simply an Excel spreadsheet. It's very easily sortable. Completely customizable and shareable. It has eight categories and those are... I'll talk about what that means. And then 42 different types of tasks that I've come up with, or that Cheryl and I have come up with. Things that need to be done within these eight categories of things.

Sarah Cheverton: So what are those categories? These are things that, that based on what Cheryl and I have done so far in implementing state authorization process, trying to get our arms around all of this and get our institutions moving forward, that these are some things that you have to pay attention to. The first one is, leadership. Is trying to first figure out how you need to show leadership, and then also trying to get the other leadership at your institution involved.

Sarah Cheverton: Things about institutional policy, process management. And then it starts to go into some more of those specific areas related to state authorization like, what are some of the rules around short courses? What are some of the rules around fully distance students, and what kind of data do we need to collect, and so on. And again, these are completely changeable, and my guess is, if I spend years working on this, that this will look really different at some later point.

Sarah Cheverton: And then for each of those categories, there are certain types of tasks or qualities, if you will, related to those. And again, completely changeable if you want to. First of all, if there's a task that needs to be done, then what category? Is it going to be something related to leadership? Is it something related to licensure programs and so on. And then just a sorting code to make it easy for you to manipulate the data.

Sarah Cheverton: But then, what do we mean by this particular thing related to leadership, or what do we mean by this particular thing related to professional licensure? What are some important details or notes? For example, well like... What am I trying to say here? Like caveats, things that, you know it's like, usually this is true, but if this happens, for example with placements. If you have 10 or more people at a particular location, then you have to get permission. So that's the kind of thing you would have there.

Sarah Cheverton: And then just some general supplemental resources, this would be links to other things, the NC-SARA manual and so on, and then any kind of institution-specific resources, notes. Maybe target date for completion, if that makes sense? People responsible, and then a checklist of things that you get done, if it's something that can actually get done.

Sarah Cheverton: So again, what this sort of looks like, and I'm not going to take time to go ahead and show you this just because it basically looks like this and it's got a lot of very JMU-specific detail. And again, I think that what Cheryl has done with it is much more interesting than what I've done with it. But, it does give you an idea of what I'm talking about.

Sarah Cheverton: So on the left hand side over here, you have category, fully distance students, for example. And task, this particular task related to that is to create a process or identify an existing process for collecting the number and location of fully distance students each term at some regular interval multiple times a year. How might we do that? Consult with your institution's Office of Institutional Research or other office responsible for collection and reporting data to [inaudible 00:10:33]. We all know that if we've been working with this so far, that they're recommending that we work with whoever is reporting [inaudible 00:10:40] numbers. So that comes kind of standard in this. And then a general supplemental resource would be the web address to NC-SARA.

Sarah Cheverton: Then I start getting into institution-specific resources. For example, we have something called a student check-in form that students fill out every semester. And so we now, and it's going to be available for the spring, finally, We have built a location question into this check-in form and students will have to indicate in which state they are, or territory, and some other things as well. So that's kind of a win for us and pretty soon I'm going to be able to go down and check this off the list.

Sarah Cheverton: And what I have there are notes. These were as we were trying to figure out what to do and so when I had meetings or those kinds of things, I would make notes there. This really has been actually very helpful for me to be able to go back and see what has been done and what has been discussed. Target date, and so on.

Sarah Cheverton: So that's really what this is all about. So for each category, for example experiential learning, as you can see there, there are actually two tasks that you can see, but there are many more. So this is somewhat subjective in breaking down the task related to managing experiential learning placements and tracking that data. So it's not just one big thing, it's like there might be five things that you have to do around experiential placement. There might be five things you have to do around licensure. And it's trying to break them down small enough to make them manageable, but not so small that it becomes almost irrelevant.

Sarah Cheverton: So, what am I getting out of this? What I think it has done for me and might be able to do for other institutions. It organizes the big picture, but it also provides you some of those small details and puts them into one place so you can go back and refer to that. It guides, and it certainly did this for me, in identifying and creating processes for tracking, data collection and reporting. It provides a central location to record notes, update, link to reference documents. This is going to be really helpful to me I hope when our Virginia SAN person comes down and starts asking what we've done around this, this and this. And I can go back to this and say, "Okay, we're not quite there yet, but these are the things that we've done so far to do that." It will serve as a guide and record for the next person who might come along. And then it has helped me to do these

things, to identify three primary issues or groups that I needed to address first. Who should be involved? And who needs to do what?

Sarah Cheverton: So from that, from this, it got me thinking about this whole state authorization thing. It helped me to put it together visually. I might change this now, but this is what I did not too long after I started working with this. To understand that we really have three big groups of people, at least at JMU, that we have to pay attention to, and then of course, it's all about location. And then the thing up in the left, you got to remember that you've got to pay attention to that application.

Sarah Cheverton: So I was able to do this in preparation for meeting with our provost, so that I can very quickly explain what we were doing, what we were working with, what this was about. And then also I used it to say, "These are things we've got to do for fully distance students. These are things we need to do for field placement," and so on. And that really helped her get that in a very quick amount of time, which is what I was going after. And you can see some of the things that I've told them we needed to do. It also helped me to identify who, in our organizational chart, besides me, sort of getting an idea of where I sit in the organization right now, who were some of the people that I knew I needed to be working with in getting involved in this.

Sarah Cheverton: And then finally, it's helped me to think about different groups. Some of which are in place. Some of which I want to develop to help manage this whole thing. A poor leadership and coordination team, a data collection processes team, state authorization compliance group and then the provost leadership team. And hopefully what I will get in the future is a professional licensure research and documentation team. Kind of working on that now.

Sarah Cheverton: So [inaudible 00:15:09] working with that sheet really helped me to do was put this together in my mind and kind of figure out what are my next steps, and also helps me keep track of what steps I have taken. Oh, and then the university legal counsel. So I think there's some opportunities with this. And now I'm going to flip it over to Cheryl Carroll. I think that we can revise and share revisions, which we have already done, Cheryl and I have. At some point, I think this could be really useful if it were created into a database, especially if your programs are really large or your institutions are really large, a real database, it'd be a lot easier to manage this data, provide some regular updates to it, especially as regulations change, and then to create some sub checklists or other types of checklists altogether.

Sarah Cheverton: And if you're interested, there is a link where you can get a free copy of just that plain worksheet, and there's also a couple of page guide that explains what each of those categories means and what you would expect to find in the task descriptions or qualities along each task. So I'm going to go past these questions and... Oh, I'm sorry, let me go back here a little bit. I'm going to... Sorry, I just

realized what happened here. I'm going to stop sharing, and Cheryl Carroll now, I guess you can go ahead and share your piece.

Cheryl Carroll: Hello, this is Cheryl, Cheryl Carroll at University of Virginia. I kind of started this whole state authorizations career in one of the business school foundations at the University of Virginia, because the exec head programs were run separate from the university. I started doing state authorizations work back in 2012. And then when it was determined that it really needed to have more dedicated effort, I ended up moving over to the university side in 2015, and started embarking upon figuring out how we would implement state authorizations compliance across the entire institution. So that's my background.

Cheryl Carroll: I know we've covered sports, and I think we're doing pretty good in a variety of them. Soccer, and football, and basketball. We seem to be covering a wide array of achievements in sports, which sometimes is hard to do across multiple sporting venues. Like Sarah, I'm not a big football nut, but I do know we're doing pretty good with our new coach.

Cheryl Carroll: So, back to our distance education compliance tool. This is what I call my flavor, I like to call it. It's just basically a different vehicle to provide the same information and track the same information that Sarah is. We did have a good bit of fun getting to get together off site and share ideas and tweak the different categories and activities that we wanted to track with our tool.

Cheryl Carroll: So some of this will look fairly similar to what Sarah's looks like. I'm going to actually share my tool, which is provided through a subscription to Smart Sheet. Lots of people have asked me how much Smart Sheet costs, but unfortunately, I have no idea. It is... In a big institution, I've never been able to determine exactly what our department pays for our share of the institutional subscription to Smart Sheet, but that is the vehicle which I use. It is a cloud-based platform and there are a wide variety of different tutorials in Smart Sheet to help bring someone up to speed and it was started with a former Microsoft programmer, and this programmer pretty much combined the best attributes of Project, Word, Excel all into one type of program, and they call it Smart Sheet. And of course, this person's no longer with Microsoft, but had started their own company and it is taking off, to say the least.

Cheryl Carroll: Basically, similar to Sarah, I have used the same Excel spreadsheet, but have uploaded it to Smart Sheet, and used similar categories, and each institution can customize those categories according to what makes sense for them. My tasks, and notes, and target dates can... those, again, can be customized. At the end of my presentation, I will have a link to a sample Smart Sheet, which you are free to peruse. All you have to do is shoot me an email, and I'll give that at the end as well. And happy to add you as a viewer on this sample sheet that you can utilize and see if it's something that might work for you.

Cheryl Carroll: I can... Smart Sheet allows me to customize reports, basically summarizing different categories as I wish. I can also send, it's called an update request. So for example, let's say I know that there is a new program being created that is, because I'm in academic compliance, and I know this program is going to have an internship component. I can ping somebody through Smart Sheet, and Smart Sheet will track the conversation and the communication between myself and the other person at the school, even outside of my institution, it does not have to be internal, these communications and that person does not need to have a license. But I can track that conversation and send them an update request saying, "I've heard about your program that is going to have an internship. Can you please give me some more information about it?" And I can add that action as a new row in my sheet.

Cheryl Carroll: And I could also create a form to add new tasks to my sheet. So this is the actual Smart Sheet itself. Here are the categories, so there's leadership... This is strange doing it without a mouse. Process management, on premise learning activities. These are all the different categories. The categories in red are those that are currently in process, and I have a lot. And there are tasks that can be customizable, notes for myself. When something is completed it is no longer red. And I can also assign a person or group responsible for that.

Cheryl Carroll: And then I can also, as I was referring to before, I can send an update request or create a form, and when I go to my form, I can actually input that there is a new program, and I can add all the details of this program and internship requirement and...

Cheryl Dowd: Excuse me Cheryl.

Cheryl Carroll: Yes?

Cheryl Dowd: I just want to add, we're not seeing your linked-

Cheryl Carroll: You're not?

Cheryl Dowd: ... Yes.

Cheryl Carroll: Okay.

Cheryl Dowd: We're just seeing the slide deck. So I was wondering if you might be able to play with that a little bit and try to see if you can pull up the sheet itself.

Cheryl Carroll: Sure.

Cheryl Dowd: You might need to-

Cheryl Carroll: Re share?

Cheryl Dowd: ... Yeah. You might need to cut out of your slide deck after you've pulled up the task-

Cheryl Carroll: Okay.

Cheryl Dowd: ... or the smart sheet. Thanks everybody for helping me with this, I thought it was just me there for a few minutes.

Cheryl Carroll: No. Okay. So what I'll do is-

Cheryl Dowd: Or, if you have multiple screens, you might be able to switch it over to a different screen.

Cheryl Carroll: ... Right. Let's see here. Okay. I have a new share.

Cheryl Dowd: And while you're doing that, I just want to inform everybody that this slide deck, oh there we go, this slide deck will be available with these links on the SAN website. There will be a page that we will have the SANsational two special open forums. This one, and the one in January. But I will go ahead and post this, this week so that you can have access to it and the recording itself. Okay, thanks Cheryl.

Cheryl Carroll: Sure.

Cheryl Dowd: I will put myself back on mute.

Cheryl Carroll: Yeah, thanks for letting me know. That's pretty important. Anyways. So here are the different categories, similar to Sarah's. So this is going to look very familiar. But then, with Smart Sheet, I'm able to add attachments. So nursing, and teaching. So I'm able to add different attachments to each row. I'm able to control conversations and store conversations by row, by action.

Cheryl Carroll: So if I have a communication, I can do it through Smart Sheet, which will link to my email. So I would not have a copy of it through my, in my case it's Outlook, email, but I would have it in Smart Sheet, which is where I want it anyways. I don't want to have to go toggling between my email, and Smart Sheet, and documents. It's all in one place, rather than across various different programs.

Cheryl Carroll: So as I said, the red items are items that are currently being worked on. And licensure programs, institutional policy. And then from here, I can, let's say I want to send an update request, all I have to do is go to my menu and send an update request. I want to send one to Sarah Cheverton, there she is, to ask her to update some attribute of this row for me. And Sarah does not need to have a copy of Smart Sheet, and can respond, and Smart Sheet will collect all of the communication and documentation associated with that action.

Cheryl Carroll: All right, now I will go back to my previous share, back to the slide deck, and so that's kind of a quick synopsis of Smart Sheet. Another way that I use Smart Sheet is I am able to track my programs that lead to licensure and certification and was able to determine that we have these programs within these schools that lead to licensure and certification, and I will share that with you as well. So, let's see, I will do another share with that and... Right here.

Cheryl Carroll: So these are the programs leading to licensure and certification. So I have that all on another sheet in Smart Sheet. And that feeds into my main sheet in distance education. But so I have all of my reports in one file, and then I have my whole compliance management workspace all on its own. And I have different sheets that can feed into that, and this can also inform other reports as well.

Cheryl Carroll: So, let me go back to the slide deck and... Oh, it's back at the beginning. There we go. Right. So those are the different schools and programs that we were able to identify, and I was also able to, through Smart Sheet, identify the different zip codes that were connected to programs that had out-of-state placements, students in out-of-state placements. How many students there were, which states they were in. And that resulted in us needing to seek licensure, not licensure, authorization in three different states.

Cheryl Carroll: And then I also track all of the programs and courses that are featured in our Online @ UVA website, which was launched this year. So I track that with Smart Sheet as well. And again, being in academic compliance, we have a main compliance sheet where somebody will indicate that, yes, this program is available online or this course is available online, and that will then trigger the need to include that on this website, as well as my sheet. And I can show you the website as well, but then I'd have to switch screens again. But you get the idea.

Cheryl Carroll: And then this is the link. So once this whole presentation is recorded, you should still be able to access this link through the recorded presentation, or you can also feel free to shoot me an email. I can add you as a user to my Sample Sheet, so you can determine if it's something that would work for you. And yeah, I'm open to any questions people might have.

Cheryl Dowd: Well I know this was fabulous by both of you. Thank you Cheryl, and thank you Sarah for sharing how you all have collaborated, and then how you have also made it personal to your institution so that you can make the most use of it in an efficient manner. So I'm going to give people a little bit of time to write their questions in the group chat, or if you would just like to say, "Cheryl, I've got a question," or just announce yourself so that we can chat with Cheryl and Sarah on their projects. So, please feel free to share your questions.

Cheryl Dowd: Well, while we're waiting for that, let me ask you, what kind of hurdles did you have to address as you were preparing it? Maybe in terms of working with key stakeholders or tech roadblocks. What kind of things did you have to address?

Cheryl Carroll: I can say the biggest hurdle I had at UVA was simply gaining, or getting enterprise agreement with Smart Sheet, because originally there were all these disparate agreements and therefore it was not, it was kind of its own static program, it was not linked to my email. So, for example, I can drag and drop emails into Smart Sheet or documents where with an institutional agreement where I could not with the departmental contract. It had to go through this whole IT review, and vetting. So that took quite some time. I guess it depends on the institutional requirements to add a new tool or program to your selection available at your institution. But that was by far the biggest hurdle for me. I don't know about you, Sarah?

Sarah Cheverton: Well, I didn't really have any hurdle except myself. Because this was really more for me to try to get myself organized and keep track of things. I have shared it with a couple of other folks, but I'm very anxious to try to move to something that you're doing, because it really does, it makes it so much easier to pull things together. So I would say my current hurdle is finding a tool that can help me go to that next level and make it so much more interactive and inclusive.

Sarah Cheverton: We do have SharePoint on campus, but SharePoint is not, you know it's a little bit clunky and it's not extremely popular and it does not, as far as I know at least the way we have it set up here, does not allow for that, the kind of thing that you have in Smart Sheet. I mean I would like to know if anybody out there has seen a tool, another tool, that's like Smart Sheet. That allows you to attach so many things to this one row of data and then allow other people to add things, and upload things, and that sort of thing. Does anybody know of any other tool that's like that?

Cheryl Dowd: Any other tech folks out there that we have on our call today?

Cheryl Carroll: I will say that I... This actually started with regular academic compliance in getting new and changing programs through the internal governance process and then approved by the state. Tracking that is really where Smart Sheet originated from and I was tasked with finding some way to track it efficiently, and I was comparing Smart Sheet to Microsoft Project. And the learning curve on Microsoft Project was just immense. And so I was able to partner with a couple of other test cases on grounds and I liked what I saw, and with the support of a out-of-the-box thinking vice provost, I was allowed to embark on this new venture and it worked out. Without Sarah's help in... I mean she really established the foundation, and then we kind of tweaked some things, and then just used two different vehicles by which to track and share the same information.

Sarah Cheverton: It looks like a couple of folks have put something in the chat. DaVita, I think you might be wondering if Cheryl can share her template for academic governance Smart Sheet. I think Cheryl, that would be you. And then Keira mentioned Western Governors University also use it. Okay, just checking. Western Governors also uses Smart Sheet in compliance. Okay. And then E-learning compliance from Brain Buyer, I guess? More for keeping track of individuals through its programs. Okay. So yeah. I mean it's good to know about the Brain Buyer as well. I don't... I think I'm reading that right.

Cheryl Dowd: Well let me ask you-

Sarah Cheverton: And I'm all about trying to find something that's already there. Like I really like the fact that we've taken something that's pretty simple, at least in technology-wise simple, and put it into something that Cheryl didn't have to find her IT folks to build this. And there's a lot more of that now, a lot less building of stuff, because there's so much out there. I think that's really the way.

Sarah Cheverton: Let's see. Steve is saying, "Smart Sheet's main selling point as project manager platform fits the need to describe." Yeah, I like that. Okay. So anyway, I really like what Cheryl did, and I guess that the only next question would be is... A database would be a different way to think about this and that, it may not, actually it may not be as helpful as using something like Smart Sheet would be. It may actually be easier, more manageable. But that's, you know, that's either here, nor there at this point. But some of you might love doing this kind of stuff and be interested in doing more with it than what we have.

Cheryl Carroll: I actually kind of think of Smart Sheet as a database. Each workspace, so they have workspaces, then you can make reports from the information in that workspace. And the workspace is really a database. You just dump all the information that you think that you might need. And from that you can create reports, you can create dashboards, so it's just one directional. So dashboard's the one directional where you can summarize, in a visual way, data to maybe each school.

Cheryl Carroll: So I visualize being able to share with each school what programs they have, and how many students in those programs that lead to licensure. And then there are reports. And reports can be two directional, depending on the permissions that are given to the end user. So, if I create a report, I can say that the person I'm sharing the report with can only see it, or that they can actually change information on the report that then will change the information back in the workspace, which is basically the database.

Sarah Cheverton: Wow, that is really... That's pretty phenomenal. That's nice. And so Yolanda, you mentioned Tableau. Yeah, and we do have that. I've not used Tableau myself. I've looked at it, but I've not actually created anything. So I don't know how hard it is to do what you're saying? You know, to build on it. "Expensive." Yeah.

Cheryl Carroll:	Yeah, I'm seeing emails pop in as we're speaking, people asking for me to share the workspace.
Sarah Cheverton:	Yeah.
Cheryl Carroll:	And you don't have to have a license for Smart Sheet. When I send you the link, all you have to do is, you create your own login and password that's unique to you, and it's yours. But again, it's just a sample, it's not the actual one that I'm using, because I don't want to compromise the integrity of that. So it's a sample.
Sarah Cheverton:	So, I think all we have left is... Oh, go ahead. Somebody...
Cheryl Dowd:	It was Cheryl. It's me.
Sarah Cheverton:	Okay.
Cheryl Dowd:	I just have a question. When we're looking forward, forward thinking, about compliance management of programs that are face-to-face programs that lead to professional licensure, will you be able to incorporate management and review of those programs and those students in the same way that you're... or, with this tool in sort of a similar manner that you're doing now?
Sarah Cheverton:	I will, and I actually plan to update that base knowledge, or base information that's in the spreadsheet, so that we incorporate all of that. But Cheryl, I don't know about you?
Cheryl Carroll:	Well, we have a director of online learning, and she is pretty much coordinating the periodic review and insurance of quality for the online programs and establishing what those are, but she's going to do it within Excel. And so being Excel, if it's Excel, or Word, or any Microsoft program, that can be uploaded and potentially linked, if desired, to Smart Sheet. And that information could be shared, either one directional, like I said, or back and forth. And that is our end goal. We're working toward that, similar to Sarah.
Cheryl Dowd:	Great. Let me just ask Dan. Dan, do you have any questions? I don't want to leave him out.
Dan Silverman:	No, not really. I don't feel left out. [inaudible 00:42:53]
Cheryl Dowd:	[inaudible 00:42:55] These folks have been very thorough, haven't they?
Dan Silverman:	They have. They have. I guess I was just... I guess one question is, do you see yourselves collaborating with each other on something else? Or [inaudible 00:43:14] this given you thoughts about ways to collaborate with others in the network?

Sarah Cheverton: Guess we haven't talked about that, but I mean, I can't imagine if something came up, you know...

Cheryl Dowd: Yeah, I've lost audio.

Speaker 5:   So have I.

Cheryl Carroll: Well, I do know that it... We... Sarah and I are close enough in distance, and we certainly will collaborate just as colleagues, absolutely. But I do see this as something that evolves over time, and I know that my hope was to maybe provide a way for even a smaller institution to pull together all the information they're trying to in one resource. I know that that was always my challenge, and I'm sure is the same with many others for years was having all these disparate ways of collection information, and tracking it, and communicating and this just kind of pulled it all together and my main goal was to maybe inspire somebody else to, "Hey, we could do this. " And maybe give it a try.

Cheryl Dowd: That was an excellent question Dan, I really appreciate that, and I appreciate that response because as we all know, with the network, we do really appreciate the institutions interacting to be able to develop processes and share their tools. And so I was really excited that we had a submission this year that was a collaboration amongst institutions. So I appreciated Cheryl and Sarah's very good work toward this project. Not only was it sharing, but it was also well done. So it had so many great aspects to it. Yes, Cheryl just pointed out that the internet is kind of spotty. Are there any final thoughts, since we are seeming to have spotty internet?

Sarah Cheverton: The only other... I don't know we need to flip back to me, but... because I think what's up there right now is probably good. But let us know where we can do... Somebody asked about a one-on-one phone call. I would be willing to do that, I'm sure Cheryl would be as well.

Cheryl Carroll: Absolutely.

Sarah Cheverton: Yeah.

Cheryl Dowd: Well you all are very generous, and I'm very grateful to you for taking the time today to go over your great work. And I'll be talking with you offline to make sure that we have the most up-to-date deck that you're willing to share with our folks and we'll be posting that on the SAN website. So by the end of the week you can find the recording and the slide deck that accompanied it. So I just want to thank you again for being on the call.

Cheryl Dowd: Thank you to all of you listeners today. And please come back the second Tuesday of January, we will have the great work of the University of Louisville, and also from Western Governors University. So we're looking forward to

hearing about their good work as well. So have a great holiday season everyone, and thanks again Cheryl and Sarah.

Sarah Cheverton:	All right. Thank you too.

Cheryl Carroll:	Thank you all.

Sarah Cheverton:	Thanks for the opportunity.

Cheryl Dowd:	Take care.

Sarah Cheverton:	Yeah.

Cheryl Carroll:	Bye, bye.

Sarah Cheverton:	Bye.