

Monday Morning.....

Opening Plenary
Monday 8:30 am
Grand Ballroom I

Larry Johnson
The New Media Consortium

The Horizon Metatrends: After Five Years of the Horizon Project, the 30,000 Foot View

After five editions of the "Horizon Report," seven patterns in the recent evolution of emerging technology have emerged that are clearly evident when the project data are examined over time. While the thirty technologies and practices highlighted in this series of reports have converged, morphed, and shifted over the years, it seems clear they are evolving in ways that are consistent with this set of metatrends. The NMC's research suggests these metatrends will continue to describe the flow of emerging learning-related and creative technologies for a number of years to come.

Some of the thirty technologies identified over the five years of research have already become quite commonplace and integrated into our everyday activities; others while clearly still with us, have seen their current form influenced by parallel developments that are pushing them in one direction or another. While the currents and eddies of emerging technology are complex, it has become clear that the Horizon Report metatrends have not only been important for at least the last five years, but are projected to continue to be important for at least another five as well.

The seven Horizon Report metatrends include: 1) increasingly ubiquitous networks accessed by ever more portable devices; 2) a shifting emphasis to people as the organizing principle of the network; 3) an increasing emphasis on collective sharing and generation of knowledge; 4) ever more natural communication between humans and machines; 5) increasing applications for 3D across the range of computing; 6) an increasing use of games as learning and workplace platforms; and 7) a growing shift of content creation and production to users

Join Horizon Project founder and NMC CEO Larry Johnson as he outlines the pathways of innovation and technological evolution that he believes are already profoundly impacting how we teach, learn, create, work, and communicate.

Management
Monday 10:30 am
Grand Ballroom II

Kelley D. Quinn-Hughes
Lander University
Deborah J. Fisher
The Citadel
Cindy Dooling
Pima Community College

Blaze a New Trail with Emotional Intelligence

Release the full potential of your user services team and drive them to new heights using emotional intelligence as a guide. You and your team already possess untapped skills that will allow you to lead users to new territories and provide superior support along the trail. We will draw on real life examples and discuss how we use emotional intelligence and the approaches learned in our personal lives while raising children, training pets, and managing to find work-life balance to handle the challenges we face supporting users. Join us for a fun-filled session that takes a hard look at the questions we face daily: How do I keep my front line support team motivated? How do we empathize with frustrated users without losing our perspective? How do we stay focused and on-task in an environment that requires us to be interruptible and approachable for much of our working day? Can we manage change proactively? Just what do we do about those high-need users? You'll walk away with a new respect for the life skills you and your team have already developed and a new way to bring those skills to work for you.

Management
Monday 10:30 am
Grand Ballroom II

Tammy Browning
Kristina Cunningham
University of Missouri

Blazing the Path to Tardiness: An Attendance Point System

Good employee attendance is vital for staffing Division of IT Computing Sites at the University of Missouri (UM) to properly maintain every site and provide quality customer support to students, faculty and other customers. The computing sites staff consists of 100 student employees and maintaining consistency and fairness across the board for tardiness/attendance can be difficult. Students come up with a wide range of excuses and depending on the day the supervisor decides whether to accept the excuse. So how do you decide when to excuse the student or move into disciplinary action starting with a written warning? How can you be fair, consistent between supervisors, record the data and use current resources to keep track of 100 students' tardiness/attendance? After attending a 2007 SIGUCCS conference and attending the University of Nevada presentation regarding a point system, we decided to do some brainstorming on how we could implement a point system that would work for us.

Technology
Monday 10:30 am
Galleria North

Alan Hebert
Center for Molecular and Genetic
Medicine
Lee Kozar
Center for Molecular and Genetic
Medicine

Implementing a Large-Volume, Scaleable Backup System in a Scientific Research Environment

The Beckman Center at Stanford University Medical Center houses five floors of research laboratories and approximately 80 research groups in Biochemistry, Developmental Biology, Cellular/Molecular Biology and other research areas. In past years a central 2TB disk array system connected to a Solaris Unix server and a separate multi-terabyte Retrospect Server for backing up desktop machines has worked well. However, the explosion of research data, fueled by DNA microarray analysis, realtime PCR, and confocal microscopy has created a demand for a tremendous amount of storage. Specific aspects of the research environment such the high turnover rate of graduate students and postdoctoral students and the demand that research groups be able to purchase computers at their discretion and according to budgetary opportunity set further parameters on the backup system.

The system put in place is a BlueArc Titan 2200 with 9.75 TB of useable drive space. The array is expandable to 512 TB. The disk space on the array can be accessed directly by NFS or Samba mounting. Mac users can also access their data through AppleShare through a Xinet server running on our Sun server.

This presentation reviews the parameters that defined the backup system and outlines challenges that we encountered in the Beckman Center and the Center for Molecular and Genetic Medicine in implementation, user authentication, and user education in the process of deployment.

Technology
Monday 10:30 am
Galleria North

Kristen Dietiker
University of Washington

PGP Whole Disk Encryption: Blazing Trails in IT Security at UW Medicine

The Department of Surgery at the University Of Washington School Of Medicine is faced with the challenge of providing IT security to faculty, researchers, and staff within a clinical hospital environment and at multiple sites. Many departmental faculty and staff use laptops running Windows XP and often find it necessary to travel to multiple locations throughout the day or week. Additionally, regulations such as the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) mandate the protection of protected health information (PHI) and student data that many members of the department interact with as a normal part of their work. Such data stored on departmental laptops must be secured. Concerned with data security, the department is deploying PGP Universal in order to protect this fleet of laptops with a centrally managed, whole disk encryption solution.

A centrally managed whole disk encryption solution was desired for both Windows XP and a small number of Macintosh laptops, but not available for the latter. The Department of Surgery IT Services Group (ITSG) selected PGP Universal for the Windows-based solution and monitors PGP Corporation's ongoing development of a Mac OS X whole disk encryption solution. ITSG staff tested PGP and a deployment process was developed in the hopes of avoiding technical problems. Minor installation problems that did occur were found to be the result of computing staff's deviation from installation procedures. The amount of time required to deploy the solution across the department was underestimated; the project has taken additional time for several reasons, including the difficulty in coordinating installations with a mobile workforce; a number of competing, large scale products; and possibly the ITSG organizational structure. While the use of PGP whole disk encryption has necessitated a change in behavior for both laptop users and ITSG staff, these changes are minor and can be addressed with careful planning and forethought.

Customer Support
Monday 10:30 am
Parlors

Stephen Wassef
Wayne State University

Moving Mountains in Motown: Trailblazing Technology at the Wayne State University PC Clinic

The Wayne State University (WSU) division of Computing & Information Technology (C&IT) provides limited computer diagnostic and repair services on supported personal computers of WSU students, faculty, and staff (Customer). This face-to-face PC Clinic service is an extension of the WSU C&IT Help Desk. I plan to discuss the technology tools, successes, and challenges that have been realized and discovered in the creation and operation of the PC Clinic. Tools we use include Astra 32, Linux boot CDs, and more. Successes include providing on-campus, low-cost solutions, delivered by University students/staff that are known and trusted; providing Wayne-centric services, like ResNet and WSU licensed software. Other successes include tight integration with Housing, Telecomm, C&IT Help Desk, and the departmental technical support community. Our most popular service is the security tune-up service that I'll explain at length. By providing these services call waiting times and volumes have decreased at the Help Desk. Challenges include staff scheduling, customer queuing, liability, terms of service to include in customer agreements, and cost recovery. This paper will also include the past, present, and future in regards to facilities and services.

Customer Support
Monday 10:30 am
Parlors

Niki Serakiotou
Aime Diaw
Thomas Bui
Richard Roberts
Rice University

From Help Desk and ResNet To "Best Service Center in Town"

Rice University used to divide personal computer support between the Help Desk staff, consultants and students workers at the colleges resulting in inconsistent service and low help desk morale. During the last two academic years we embarked on a number of reforms. In this paper we describe the restructuring of the support model for undergraduate students and the way it improved support for the entire campus. We also describe some of the details of the new support model and the techniques we use to train and develop student workers. We will share some details of our new operations including the hiring, training and evaluation processes for students, documentation and training materials and workflow procedures. The results we have experienced from restructuring the Help Desk and ResNet relationship have been impressive as shown by metrics, surveys and personal experience.

Instructional Technology
Monday 10:30 am
Galleria South

Trevor Murphy
Williams College

Success and Failure of Audience Response Systems in the Classroom

Williams College has been working with audience response systems or "clickers" for three years. Initial experiments with the clickers had mixed results in both performance and faculty enthusiasm for the technology. In the last two years, Williams moved from an infrared system to a radio system that was more portable. After some favorable demos, key faculty tried the technology in their classes. Clicker use spread and is now used in classes as small as 10 students and as large as 180 students.

The primary functionality of the system is to collect and present live data collected in the classroom. In its simplest form, faculty could use the system to review student comprehension of content. At Williams though, faculty have used the system in a variety of interesting ways. The system has been used for psychology research, peer instruction, student presentation feedback, and in class discussion.

The process of adapting audience response systems to the classroom and the support of faculty using these systems has evolved over time. While some challenges remain, this technology has changed the way some faculty teach at Williams College.

Instructional Technology
Monday 10:30 am
Galleria South

Kenneth Janz
Winona State University
Kelly Wilkinson
Ed Kinley
Indiana State University

Moving Mountains: Integrating Innovative Pedagogy and Technology Techniques into a Semester-Long New Faculty Orientation Program

Fall 2007 saw the first semester-long orientation for new faculty presented by the Center for Instruction, Research, and Technology at Indiana State University (ISU). Twenty-five new faculty members met twice a week for an hour and a half each meeting time over the fall semester completing the new faculty orientation program in January. The 45 hour program had three goals: 1) enhancing the new faculty member's role as an effective classroom teacher, 2) enhancing the new faculty member's role as a productive researcher, and 3) supporting the new faculty member's integration / engagement into the ISU Community. The program included integration of Web 2.0 applications in the classroom to create better assessment for students. Departments which participated had the option of receiving a course buy-out or \$3,000 in a faculty professional development account based on completing the program requirements. The presentation and paper will discuss the content of the program as well as feedback (both written and via video) from its participants.

Monday Afternoon.....

Management
Monday 1:30 pm
Grand Ballroom II

Jennifer McIntosh-Elkins
Rebecca Klein
Valparaiso University

Creating Pathways to Develop Student Professionalism: A New Direction

The 2007-2008 academic year brought a new program of student employment to our IT department called IT Fellows. This program brings together the technological skills of IT along with soft business skills to assist our student employees in becoming well-rounded individuals fully prepared for life after college. In previous years our primary area of student employment was the Help Desk in which there was a tiered system in place with opportunities for resume and interview experience, raises, and promotions. The area of training needed further development and the move to the new program provided enhanced opportunities for training at all levels of employment. First-year candidates attend a week-long Leadership Academy, followed by a full year of training in four six-week rotations of their choice, after which they interview for year-long assignments as interns. Internship opportunities are provided in all areas of the department as well as some campus departments outside of IT, and provide transcript credit for them to carry forward in their prospective careers. As they progress, some upper-class Fellows become mentors, coaches, managers, and trainers themselves. All Fellows participate in educational seminars throughout the year which address many areas of technology and professionalism. Come journey with us as we explore the new terrain of students as colleagues, and the benefits of expanding skill sets, both in full-time staff as well as student employees.

Management
Monday 1:30 pm
Grand Ballroom II

Tabatha Verbick
Scott Shields
Kim Todd
Northwest Missouri State University

Strategic Guidance: Blazing a Path to Student Employee Excellence in Leadership

Seeing the need for quality paraprofessional development, Northwest Missouri State University's Residential Life department created a curriculum based student staff development plan. Due to its success, Northwest's Information Systems department, who jointly supervise the PERT (Peer Educators in Residence for Technology) student staff with Residential Life, adopted the model in the fall of 2004. In fall 2007, the model was further refined to incorporate PERT specific needs. Under the model, PERTs receive training in technical and leadership skills as defined by the core staff development curriculum. The curriculum provides the knowledge for PERTs to deliver presentations, confront inappropriate behaviors, build relationships and become strong leaders.

PERTs, who live and work within their residence halls, use their knowledge to facilitate technology training, confront computing policy violations and assist residents with computing problems. PERT supervisors build strong mentoring relationships with each individual student staff member to help hone skills needed for career success. The supervisors challenge the PERTs to push their skills to the next level and serve as mentors to fellow student staff members.

Furthermore, PERTs must seek out and attend up to four academic, professional or personal development offerings by the university per year. Each semester, the PERTs are evaluated by supervisors from both departments against the curriculum by which they were trained. Returning staff, who receive low scores, are then required to repeat relevant sessions further refining their leadership skills. This paper will cover the curriculum and mentoring process Northwest utilizes to provide effective student staff professional development.

Technology
Monday 1:30 pm
Galleria North

Danny Wong
University of Calgary

Kickin' It Old School! Dealing with Legacy Applications

One of the biggest challenges facing computing lab administrators satisfying course software requirements while ensuring that the application runs properly does not conflict with other installed programs and runs effectively under one restricted user permission level.

When new operating systems are introduced, we start from scratch, installing and testing existing applications. Larger vendors typically offer updates to their applications so they execute properly with the new operating system, but this is not always the case. The end result often a tenuous mix of new and legacy applications. Managing this environment is no easy feat.

With the introduction of Windows Vista, the cycle has begun. This time the challenge has increased due to added security features; specifically, the limitation of direct access to core system areas by applications. This is a difficult obstacle to overcome as many programs were written to take advantage of this direct system access and therefore cannot function as they have on past operation systems, if they function at all.

Further complicating the issue is the desire of some instructors to use course-specific programs only available for Linux, in a predominately Windows lab environment.

Education Technology Solutions (ETS) of the University of Calgary Information Technologies, recognizing this as an ongoing concern, has taken the initiative to find a cost-effective solution. Using VMware, we have contained these legacy applications in their own operating system environments. Our experience began with the deployment of VMware Player, running Linux, as part of our Windows lab image. This has proven effective since its introduction into the lab environment over two years ago. In an effort to increase flexibility, we are currently designing phase two of a VMware VDI (Virtual Desktop Infrastructure product) project that will potentially allow access to legacy applications campus wide.

Technology
Monday 1:30 pm
Galleria North

Owen G. McGrath
U.C. Berkeley

Insights and Surprises from Usage Patterns: Some Benefits of Data Mining in Academic Online Systems

With the rise of cyber-infrastructure in higher education research and teaching, new challenges surface when it comes to understanding users and usage. How, where, and when user activity gets captured and analyzed in academic on-line systems is particularly critical in internet-based systems. The flexibility that open, internet-based systems allow for in promoting easy integration of different technologies (e.g., applications layer, presentation layer, middleware, and data sources) has repercussions for usage analysis: round the clock access, unseen users, distributed logs, and huge volumes of cryptic data.

This paper demonstrates how knowledge discovery solutions – particularly web usage mining methods – have been taken up to address these challenges in one higher education setting involving the Sakai collaboration and learning environment. The goals of this paper include: 1) providing some definitions and explications by example of specific data mining processes as they are actually being used; 2) describing the issues and challenges that motivate the use of data mining and 3) showing how data mining integrates with established project management best practices.

Documentation and Training
Monday 1:30 pm
Parlors

Heidi C. Wasem
University of Puget Sound

Rediscovering Professional Development: Realizing your Staff's Unique Potential

On tight budgets, many university information technology (IT) departments must find creative ways to develop employees with minimal financial and time investments. Depending on the individual's learning preferences and goals, development opportunities present themselves in the most unexpected places. Through creative means, many options for development are waiting to be discovered.

This paper explores "common" classroom opportunities, online options, webcasts, user-groups, self-paced certification materials and the value of getting-to-know your local training vendors. I will present other unorthodox training opportunities such as teaching in a university setting to develop skills and knowledge gained only from delivering the mission of higher education.

Documentation and Training
Monday 1:30 pm
Parlors

Kathy Pribbenow
University of Kansas

Rethink, Restructure, Redesign: New Approaches to Workshop Content

Instructional Services at the University of Kansas offers an extensive schedule of free workshops to help the members of the KU community gain confidence and skill in computing and using information technology. The Instructional Services staff teach a wide range of workshops, including: Internet and Outlook services; authoring, publishing, and managing Web sites; graphics, multimedia production, office productivity, and data analysis software; and operating systems. There are 54 different workshop on these topics.

Workshops include demonstrations and hands-on sessions that run from one to four hours. Most of the hands-on sessions are 3 to 4 hours in length. Lately, we have found it challenging to get students, staff and faculty to attend even some of our more popular workshops due to the length of the courses. We also know that people need features in our introductory workshops, but they are still not attending them. They are often skipping the "Introduction" workshops .

because they feel they already have those skills; therefore, they go straight to the Intermediate level workshops

We found a way to "entice" them to our workshops. By offering "chunks" of software information in 55-minute segments we feel we are making these shorter workshops more attractive to people. We will show you how the process of breaking down our large curriculum into smaller "chunk" sections, changing the title of workshops to pinpoint what is to be covered, and making other modifications has increased our workshop participation overall.

Instructional Technology
Monday 1:30 pm
Galleria South

Michael White
University of West Florida

eDesktop

With increased emphasis on distance learning, the University of West Florida was challenged to provide distance learning students with tools and resources comparable to those available to on-campus students. At the same time, the Information Technology department was faced with increasing software costs and difficulties monitoring software usage. Mac users also felt neglected. Maintaining and operating student computer labs continued to be a big expense, both in time, money, and resources. Information Technology Services created a departmental project named the "Virtual Lab Environment." The goal of this project was to identify and integrate existing and available technologies to create and implement a virtual computer lab that mimicked the university's existing physical lab space.

Instructional Technology
Monday 1:30pm
Galleria South

John V. Roberts
Penn State University

Blazing a Trail to Find the Right Button, Or, How to Use a Podium

One of the common problems IT departments get calls on is from frustrated faculty trying to operate a podium, and it's no different for us in Instructional and Information Technology (IIT) here at Penn State's Schuylkill campus. They have a remote for the projector, a remote for the DVD/VHS player, a remote for the video conference system, a remote for the document camera, and a PC at the core of it along with a sound system attached to the whole mess. The question that often comes in is "What button do I have to push to get what I want to come up on the screen?" With students manning our help desk that are not always familiar with the variety of devices in the rooms, sometimes answers were hard to come by. This caused some of the faculty to question our effectiveness. This caused us to look for a cheap and reasonable means to resolve or at least reduce the number of calls to the Help Desk using tools that were already available until a long term solution could be researched. We sent a student out armed with a digital camera and PowerPoint to create a solution.

The solution not only helped to reduce calls to the over podium operation, but also provided a feeling of satisfaction to the faculty. They realized that their concerns are being heard and researched for resolutions. This turned out to be a cheap and profitable interim solution.

Customer Support
Monday 1:30 pm
Grand Ballroom I

Matt Felthousen
University of Rochester

The Trail Less Traveled: Making Computing Labs More Usable By Removing Barriers

IT professionals are inundated with information on how to restrict computers and networks with the intent to preserve functionality and limit security threats. It only seems sensible that this would result in less work for IT professionals. However, what most institutions are not paying attention to is how much time is spent on balancing the locking down of a system versus rendering it useless for their constituents. Of particular concern to resource-starved IT departments, locking down a machine seldom results in the promised recovery of staff time.

Generation Y has grown up in a multi-tasking world. They simultaneously listen to streamed music, chat online, perform online searches, play games, and work on homework. They have an expectation that 'their' labs reflect their learning methods.

Therefore, at the University of Rochester we have chosen a different path, and have focused on allowing the current generation of students to learn in the way they are most accustomed to. We have removed the typical barriers to using a computer so that the labs are extensions of a student's home learning environment. In the process we have reduced maintenance time spent per machine, doubled the number of machines we are able to maintain, and witnessed a marked increase in lab usage—even when the majority of students recently surveyed have their own computers.

Customer Support
Monday 1:30 pm
Grand Ballroom I

Patricia J. Wyatt
Northwest Missouri State University

The Proctoring Center: Software and Hardware Needs for the Disabled Student

Many universities and colleges, when recruiting new students, look at the special needs students with trepidation, because of the necessity for special facilities for housing, software and hardware needs, classroom access, and testing accommodations. In addition to students who had recent accommodations, non-traditional students returning to college may need additional help with testing accommodations. Not all students realize that accommodations are available for them. This paper will examine the LAP/S (Learning Assistance Providers/and Services) Proctoring Center, testing accommodations and special software and hardware availability for students with special needs.

Management
Monday 3:30 pm
Grand Ballroom II

Karen J. McRitchie
Grinnell College

The Road Less Traveled: Collaborative Performance Reviews

Many institutions require annual performance reviews. Supervisors get the appropriate forms and complete them for the HR department. What benefit does this annual review process provide for the manager or the team member? There is often an elevated stress level for those involved and then you have "the Big Talk." Next, the forms are turned in, the process is over, and life goes back to the way it was prior to the review.

Two years ago, as I was sitting with all of my notes and my guarded book containing "performance review phrases," I thought it would be more productive to get staff involved in writing their own review. I have to admit that part of the reason this idea came to mind, was that I hated the process as much as anyone and was trying to find a better way to do it. The collaborative performance review process for my team was born. I believe that a performance review should not contain any surprises, so if I practice what I preach, then writing a review collaboratively would give the employee a say in their "official" record of performance as well as be a favorable experience for both.

A collaborative review requires most managers and staff to leave their “comfort zone” and take an active role in evaluating their performance. If managers have the tools in place to provide continual feedback, collect performance data and reward staff, a collaborative approach to the review process is quite successful.

Management
Monday 3:30 pm
Grand Ballroom II

Mary Ryan – Webster University
Kristi Evans – Webster University

It Seemed Like a Good Idea at the Time: What We Have Learned From Implementing a Student Employee Rewards System

At the 2007 SIGUCCS Fall Conference, Kristi Evans from Webster University and Geoffrey Sperl from Wayne State University wrote and presented a paper entitled “The Proper Care and Feeding of Your Help Desk” which highlighted a new student employee points and rewards system at Webster University. The program was aimed to improve morale, satisfaction, initiative, and participation among student employees. Of course everything about the program as we designed it was perfect and it would go off without a hitch, right?

Almost one year later, there have been more than a few lessons learned and a multitude of changes. We keep finding ourselves saying “It seemed like a good idea at the time!” This paper will outline the principles of our rewards system and explore the good ideas that went wrong and subsequent adjustments made to try to get back on the right track. Through all the pain and tribulations of implementing this program we still firmly believe in our system and the theory that if implemented correctly, a rewards system can go a long way towards addressing the kinds of personnel issues that seem to affect us all. We hope to share our experience with other institutions that may be considering implementation of or are just starting a points and rewards program for their student employees. As we are blazing our own trails to the goal of ultimate success with this program, our mistakes and discoveries may help others in the path to their own.

Technology
Monday 3:30 pm
Galleria North

Cynthia A. Sanders
Oberlin College

Coming Down the Email Mountain: Blazing a Trail to Gmail

Knowing our e-mail server at Oberlin College was heading toward the end of its life, we began to investigate our potential alternatives. We considered: (1) upgrading our existing system, Sun UNIX, to new hardware and software with updated versions of the same product lines, (2) purchasing a new and completely different e-mail system, or (3) outsourcing e-mail to an external vendor. After many internal discussions, we concluded the first and second alternatives would be very resource-intensive with respect to personnel and funding, and would cause us to retain many areas of increasing concern, including anti-virus and spam detection and handling, the unquenchable need/desire by users for additional quota, and the ability to complete backups in a timely manner. We concluded that outsourcing was a very viable option and decided to explore this more in-depth. After an initial look at available hosting solutions, we decided to pursue a more thorough look at Google Apps for Education and its inherent Gmail solution. We conducted a pilot project among technology staff across campus, using Gmail configured for Oberlin College, as well as our internal mail system, in parallel. We concluded that Gmail was the way to go. This paper will provide background information on our environment and take the reader through the pilot project and the subsequent project planning and migration process, as we came down the e-mail mountain and blazed a trail to Gmail!

Technology
Monday 3:30 pm
Galleria North

Darren Kearney
Don C. Miller
University of Idaho

VandalMail Live: Bringing a campus into the Microsoft @EDU program

At the start of 2007, the University of Idaho was actively pursuing an upgrade path for an outdated Sun Microsystems iPlanet e-mail system. The initial phase for employee migration to Microsoft Exchange was in progress and vendor review for outsourcing e-mail had just been completed.

The Microsoft Live @EDU program was evaluated and was found to have features which would complement the Exchange system being introduced to campus during the same time-frame. Even though student groups had been involved in discussions with Microsoft, we were not prepared for what happened when we went ‘Live’ on March 1st, 2007.

The migration process was blamed for loss of student class work. The end-of-semester time-frame frustrated students and faculty alike. We experienced an immediate backlash from some very vocal students who disliked Microsoft. Security concerns were voiced by many. Apple users felt ignored. These issues and many more erupted, all during the first week of the process to convert 16,000 student accounts to the Live @EDU system.

Within three months all student accounts had been converted, some program deficiencies had been alleviated, and the entire staff was ecstatic that summer had finally arrived; but a year later we still are dealing with the vendor choice in ways we did not expect going into the partnership.

This paper will explore the challenges we experienced bringing our campus into the Microsoft @EDU Program with a focus on methods we used to successfully meet these challenges.

Documentation and Training
Monday 3:30 pm
Parlors

Jim Myers, Larry French
Purdue University

Voice for All: Adopting Content Management in Frontline Technical Support

In 2007, Purdue University’s Learning Spaces Operations embarked on a project to upgrade their web documents to use the open source content management package Drupal. Designed to afford non-web developers easy content creation, Drupal’s large community and abundance of supplementary modules offered a flexible and feature-rich foundation for the group’s growing catalogue of support material.

Taking advantage of Drupal's taxonomy system, site organization focused on categorizing content in broad, activity-oriented sections that served as "one-stop shopping" for all pages dealing with particular tasks the LS-Ops group pursue in support of Purdue's learning environments. To realize such a site design, third-party add-in modules were employed both to supplement organization and presentation, and to generate new avenues of information contribution via use of such tools as discussion forums, image galleries, and calendars. Development of the site faced some challenges involving integration of legacy web tools, creation of role-based content permissions for both full-time and student staff, and the design of robust authentication to handle the demands of a large user base. Adoption of the finished site by staff also provided another set of challenges. With the collection and centralization of the group's online content, complexity grew as more information became available. Freedom to easily contribute content also proved a significant paradigm shift to staff unfamiliar with such information democratization. Through concentrated effort by both developers and users, the site demonstrated the power of decentralized content authorship, and helped to allow Learning Spaces Operations to evolve their support content as fast as the technology they support.

Documentation and Training
Monday 3:30 pm
Parlors

Bill Hill
Seattle University

Defining Learning Management System Skills for Faculty: An Instructional Design Workshop for Faculty Technology Trainers

For many classroom teachers, using a Learning Management System is a new experience that requires new skills. To help insure effective, efficient faculty training, it's recommended that technology trainers, faculty developers, and instructional technologists use a recognized instructional design method to develop training activities. Applying instructional design will make it simpler to define the needed skills, focus training on learners, and develop effective training.

Customer Support
Monday 3:30 pm
Galleria South

Christian J. Sinnett
Dave Nevin
Mary Brock
Lucas Turpin
Tammy Barr
Oregon State University

Breaking Through the Beaver Dam: Guiding Your Customers and Staff Through a Major Restructure

Oregon State University's Community Network, a contract-based support service, was established in 1995 to create efficiencies and centralize desktop support services being provided by individual departments. Based on four independent teams, each of which supported a specific group of departments, the Community Network service model had many redundancies, was not scalable with growth, and did not allow for rapid response to critical events.

At the SIGUCCS Fall 2005 Conference we presented our proposed plan to move from the "departmental" support model to a new model based on functional teams. Three years later, having revised and refined the plan, the long and sometimes painful process of transition is now complete.

This paper will discuss the Community Network support model, as it was in 2005, the plan as it was proposed and as implemented, and the Community Network support model today. We will discuss the factors that drove the need for change, hurdles we encountered, the things that really worked well and the many lessons we learned along the way. We will close with a look toward the future and how we plan to meet new challenges already on the horizon.

Customer Support
Monday 3:30 pm
Galleria South

Justin Harbor
Texas A&M University at Qatar

The World at Your Doorstep: Cultural Lessons from Texas A&M University at Qatar

American universities are admitting more and more students from around the world in an effort to promote diversity and to prepare their students to work in the global marketplace. Additionally, some countries like Qatar are making Western education more accessible by hosting American universities on foreign soil. Cultural diversity in higher education is inevitable, so it is important to learn to communicate effectively in this environment. For an IT help desk in a university setting, cultural differences must be acknowledged and embraced in order to have effective communication with faculty, staff, and students. The lessons learned from working at Texas A&M University at Qatar can be applied to any customer service setting involving employees and users from different cultural backgrounds.

Two major areas of consideration when addressing intercultural communication in a university help desk environment are the communications between coworkers and those between staff and users. Both areas require the staff to look beyond their own cultural understanding and bias. The staff must recognize that different cultures have different expectations as well as different ways of communicating. Differing expectations, established through different cultural backgrounds, can cause great tension that can be avoided if the staff members make an effort to understand and place value in the other cultures. Effectively communicating in this environment requires that the staff show great respect as well as try not to be too easily offended by different styles of communication.

Customer Support
Monday 3:30 pm
Grand Ballroom I

Ann Amsler
Ron Nichols
University of Delaware

Blazing a Web CMS Trail at the University of Delaware

For the past year, a campus-wide team has been investigating the adoption of a Web Content Management System (CMS) for the University of Delaware. Because the University's web contains thousands of pages maintained by hundreds of people, it will benefit from a CMS that can provide consistency, clear institutional branding, and attractive, effective pages.

For those new to CMS projects, this paper describes how to begin an evaluation. Perhaps the most important realization is that selecting software can only happen after you have a clear picture of who your users are and what they want from their websites. Trying to choose a CMS without this understanding can lead to wasted time and money and a potentially failed project.

A user-centered approach will yield the best results; we'll suggest ways to interact with those who contribute to the web on your campus.

The paper will also discuss how to evaluate available CMS systems and choose from over 900 offerings, how to decide between commercial and open source products, how to keep the project moving, and how to devise a plan for implementation.

We will show some of the resources that are available to provide information for designing and carrying out a CMS project—from books to web sites to listservs. There is a rich body of knowledge that can be tapped to turn what seems like a daunting project into a successful undertaking.

Developing a Content Management System for SIGUCCS

In this paper, I will explore the development of an open source Plone content management system for the Association for Computing Machinery (ACM) Special Interest Group on University and College Computing Services (SIGUCCS) 2008 Fall Conference committee. I will recount the first year of development and look at where the site is headed. This includes challenges and limitations faced as well as looking at the improvements that will be made in order to alleviate problems.

Instructional Technology
Monday 3:30 pm
Grand Ballroom I

Greg Deitz
Texas A&M University

Tuesday Morning.....

Management
Tuesday 8:30 am
Grand Ballroom II

Kristi Ziehl
Dave Pecora
Rochester Institute of Technology

Blazing a New IT Project Management Career

IT project management is no easy undertaking, but in the context of the university, it presents a uniquely complex challenge. The introduction of IT project management methodology into an academic culture, a culture of technology cowboys and free spirits, is no small task and might even be considered cultural heresy or simply complete madness.

I had been in the role of computer lab support and management for nearly eight years and had managed projects in the form of new computer lab set-ups and upgrades. These projects would include managing everything from electrical and networking layouts, furniture layouts including ADA compliance, lighting, and then the technology selection, installation, and configuration. With a change of leadership in our division, a new career opportunity presented itself and so I made the change in my professional path to learn about project management. I had the transferable skills, the designated trail guides, a readiness to navigate the complex-terrain of IT project management and a complete belief that this was a well-charted and safe trail to take.

This paper and presentation is about one person's early journey on the professional trail of project management. My manager and I will share experiences, lessons learned, tips for navigating bumpy roads, and reflections and suggestions for anyone who finds himself or herself on a similar path.

Management
Tuesday 8:30 am
Grand Ballroom II

Eric Hawley
Utah State University

Strategic Unification in IT Functional Reorganization

This paper summarizes advantages and disadvantages of decentralized approaches to information technology management discovered at Utah State University. A strategic methodology was used to coordinate and unify through a comprehensive reorganization of central IT units and services (as opposed to a wholesale centralization).

Technology
Tuesday 8:30 am
Galleria North

Charles J. Steel
Andrew M. Connell
Dickinson College

Creating a Home Grown Information Kiosk and Display System on the Cheap

When the Dickinson College Library wanted to install an information display system to communicate upcoming events and highlight Library activities, they contacted the User Services division for input. Rather than paying thousands of dollars on a turnkey solution, two industrious Computing Specialists decided they could build the ideal system using old computers and elbow grease.

Our presentation will detail the history of creating a system which includes an interactive touch panel system and an information display system which has received high praise from both the end users and those people responsible for adding the content. The finished product uses a ColdFusion backend for administering the display content and determining priority for how often and how long slides should be displayed. The touch panel system includes an interactive map of the Library in addition to easy access to Library Study Room availability, computer lab use, and Library news, and rotating content when not in use. The computers driving the displays connect to the server using either wired or wireless connections.

From the humble beginnings of a laptop with the display removed and put back on backwards, to the custom built furniture that was designed to house the production system that was put into place this winter; attendees will learn the challenges of designing a system from the ground up and leave with the details they need to put such a system in place at their institutions.

Technology
Tuesday 8:30 am
Galleria North

Ben Salzberg
Reed College

Managing Mac Labs with Radmind

The research systems Unix group at the University of Michigan have created a nice set of free tools for managing Macintosh computers called radmind. The tools can check the whole filesystem of a client computer against the server's master list, and make changes based on the differences.

This means you can add or remove files anywhere on the machine (e.g. applications, user templates and system updates). Together with some simple shell scripts, this makes it possible to have flexible, robust labs with great uptime.

We've been using radmind at Reed College since 2002, and barring mechanical failures (and occasional administrative mistakes!) all machines in our managed labs have been functional all day every day since then.

We've refined our use of the tools to a fairly precise science, including making application transcripts that are modular enough to be added or removed as line items from lab command files without affecting other parts of the system.

In the paper and talk, I'll give some examples of how we've organized our radmind system, show some scripts we've written, and give some strategies for making successful modular transcripts.

Documentation and Training
Tuesday 8:30 am
Parlors

Rebecca Klein
Matthew Smith
Valparaiso University

Pursuing the Peak of Excellence: Wiki as a Knowledge Base

The pursuit of excellent communication is a path not easily navigated. Challenges arise at every turn, and the greatest obstacle of all is ensuring availability and accuracy of information. Help Desk representatives are the first point of contact for customers placing technology requests and they must have a broad range of knowledge about services provided by the department. A large amount of time is spent in training staff members to achieve the desired level of expertise. At Valparaiso University, these staff members are students, adding to the complexity of information sharing as these staff members are only employed for a few years before graduating and entering "the real world." Having a knowledge base is one way to reduce the amount of time needed to train staff members, as information is easily accessible. The Valparaiso University IT Help Desk has been on an ongoing journey to find a knowledge base and after investigating different solutions we have settled on a wiki. At SIGUCCS'07, we described the process of selecting our solution and our anticipated use of the wiki. By October 2008, we will have had over one year of using the wiki, including populating data, keeping it up-to-date, and training staff on its use. Come and look at the journey we have traveled thus far and explore with us the growing potential of this tool as the map of the terrain grows larger with each passing week.

Documentation and Training
Tuesday 8:30 am
Parlors

Niki Serakiotou
Aime Diaw
Thomas Bui
Richard Roberts
Carolynne White
Rice University

(Wiki + ResTechs) = (Fresh documentation + Organic Knowledge Management + Training Materials + Good, Cheap Technical Writers)

Most Information Technology Departments in academia have their historical roots in a culture best described by words such as "geeks," "beta-testers," "troubleshooters," "debuggers," "early adopters," and so on. This culture was partly created by the fact that the mission of academia is indeed to keep looking forward to new developments and cutting-edge technologies. It is the role of industry to adopt the outcome of academia's frenetic efforts to move forward and to then produce commodity-like products.

At the same time, in most academic institutions, Information Technology Departments have also evolved into providers of services that use mature but still evolving technology. The consumers (customers) have come to treat these technologies as commodity products or utilities, and they expect to be able to easily learn how to use them, and to be able to easily figure out what are the services offered and how they can be configured.

In such an environment, "deployment cycles" and "personnel training" are often seen as a complete waste of time by the academics, as they themselves are pushing for the next generation of technology to be adopted by IT as fast as possible. For these reasons, the creation of detailed documentation by technical writers is usually not deemed worth funding, and with the advent of internet searches and FAQ blogging is seen often as completely unnecessary. This is a true statement for many areas of technology, where there exists ambient literature and FAQs (such as any MS Office product, for example). It is disastrous for customer satisfaction though, if it is applied on issues of configuration that are specific to the institution.

Nevertheless, this type of documentation, the kind that describes "how do we do things here" is also passed up as a secondary, non-glamorous task. The fact that usually "the way we do things" also changes very rapidly, adds another layer of discouragement to webmasters and FAQ owners to try to keep up and maintain relevant content.

The final issue that IT departments also have to grapple with is the thin staffing and the fact that even if technical writers were at hand, the staff that "owns" the information to be documented does not have time to explain it or relay it to others.

This was the kind of impossible situation that Rice University Information Technology had reached: stale documentation, orphaned ownership of the content, a customer base that was very conducive to using documentation and very resentful of the fact that we were not providing any. We experimented with "wiki" technology and we experimented with involving different groups within IT as potential technical writers. We were able to overcome the impasse and discovered some added benefits that have affected the training that we offer to our customer base.

Instructional Technology
Tuesday 8:30 am
Galleria South

Kathryn Fletcher
West Virginia University

Blazing Training Trails with Wimba Classroom to Avoid Travelling 'Round the Mountain

West Virginia University (WVU) has multiple campuses in various and often remote areas of the state in addition to its main campus in Morgantown. Starting in August 2007, WVU's Office of Information Technology has offered a few synchronous online professional development training sessions to faculty via Wimba Classroom as an alternative to trainers travelling to remote campuses for face-to-face training. I plan to present some of the advantages and disadvantages of training in a web conference environment using a product such as Wimba Classroom. Most of what I plan to discuss in this paper would also apply to those using other web conference products such as Adobe Connect, Citrix GoToWebinar, and WebEx.

Instructional Technology
Tuesday 8:30 am
Galleria South

Debbie Jeffers
University of Delaware

Is There a Second Life in Your Future?

The University of Delaware (UD) has created an active educational environment that encourages learning through interaction, collaboration, and discovery among faculty and students in Second Life. In developing a Second Life presence, UD considered:

- Island purchasing options
- space requirements
- support time requirements
- faculty involvement
- in-world events and feature
- initial endeavors
- emerging educational uses

UD early adopter faculty have embraced this new learning environment and found ways to integrate it into their teaching.

Management
Tuesday 10:30 am
Grand Ballroom II

Fran Versace
Cheryl Williams
Rochester Institute of Technology
Bette Martin
Hobart & William Smith College
Berthenia Coltrane
University of Rochester

Trail Mix: The Nuts (and Bolts) of Student Employee Management

What challenges are you facing? Are you new to student management? Is shift scheduling a nightmare? How about those pay rates? Do you have a formal orientation program? What perks does a student get while working for you? Do you have any way to recognize and reward exceptional student employees? How do you measure skill sets? And what part of the process is your favorite – interviewing, hiring, ongoing training? Hard to pick just one, isn't it?

This paper will highlight some of those routine, however troublesome, tasks associated with student management. We hope that our collective experience can spare you some of the associated sleepless nights!

Technology
Tuesday 10:30 am
Galleria North

Olaf A. Schulte
Tobias Wunden
Armin Brunner
ETH Zurich, ID-MMS

REPLAY An Integrated and Open Solution to Produce, Handle, and Distribute Audiovisual (Lecture) Recordings

REPLAY is an open solution to produce, handle, index, reference, archive, distribute, and interactively consume audiovisual recordings on a large scale developed at ETH Zurich. It captures and unfolds the intellectual value lectures hold by providing for content-based access and opening audiovisual material to an interactive and collective enrichment by users.

Technology
Tuesday 10:30 am
Galleria North

James Denk
Laurie Fox
SUNY Geneseo

The Evolution of Learning Spaces

In January of 1996, Computing & Information Technology (CIT) at the State University of New York (SUNY) Geneseo implemented an instructional computer lab. This was used as a general access computer lab and doubled as teaching space for technology education but has seen many revisions.

In the 12 years since the lab's construction, Geneseo has seen numerous changes in teaching styles and the expectations for the facilities that support them. Our classroom has served as a gauge for these changes and has evolved to meet differing expectations.

We will discuss the various stages of changes in our physical space; the thoughts behind them; the impact on and integration with other classrooms on campus; and our vision for the future.

We will talk about designing and implementing a classroom that allows for multiple teaching styles. The same space saves on physical space by utilizing desks with retractable iMacs that are set up for dual-booting into both Windows and Mac OS.

Our vision for the future stretches beyond the geography of the room. Leveraging virtualization technology, students can access a computer lab configuration from their own computers inside the classroom. The same configuration can be accessed outside the classroom, enabling students to continue working on their own schedules.

We think that by combining both a traditional classroom and cutting edge technologies we can maintain the flexibility necessary in modern education environments.

Management
Tuesday 10:30 am
Parlors

Tamera Aune
Nick Sonstebly
Jessie Twaddle
Steve Vogt
Gustavus Adolphus College

How to Host a Regional Conference – GusDay

National computing conferences like SIGUCCS offer technology employees a great opportunity for learning and networking. SIGUCCS and similar conferences are great opportunities, but many employees have limited options for attending, due to budget and travel constraints. Is it possible to deliver a high quality, one day, sustainable, regional conference for the User Services, Web Services and Network Administrators of Minnesota's private liberal arts colleges? In the fall of 1999, the technology directors of the Minnesota private colleges met and asked if it would be possible to gather the User Services groups from different colleges for a day long conference and talk about the different challenges and solutions that the group has faced. This was the first Gustavus User Services Day (GusDay). Since that day the group and the concept has grown.

GusDay has been held eight times in the last 9 years. It has been hosted at six different small colleges in Minnesota. Over 150 attendees typically attend from the User Services, Web Services and Network Administration fields of colleges and universities in Minnesota. This past year we had representatives from 21 different colleges and universities.

The day is typically a combination of technical sessions, opportunities for social networking and fun. Colleagues from peer institutions present on a wide variety of topics.

GusDay 2008 was held at Gustavus Adolphus College in February. This paper will discuss the different challenges and approaches faced when hosting and managing a sustainable, successful, regional one-day conference.

Documentation and Training
Tuesday 10:30 am
Parlors

Michael Cooper
West Virginia University

Information Security Training – Lessons Learned Along the Trail

West Virginia University recognizes that a vital component of Information Security is training. The ultimate goal is to have every first-year student and institutional employee receive initial information security training as well as periodic refresher training for specific or new topics. The challenges in selecting and delivering an effective program to accomplish these measures soon became evident, and many changes were required. Content, delivery method, course requirements, and support were quickly recognized as obstacles. Pilot training was completed and formal training began with the delivery of ISO standard Information Security training to students. After one semester, the obstacles forced us to make the decision to develop our own course content. The information security director, a part-time assistant, one graduate student, an instructional designer, and several members of the WVU iS3PACE (Information Security Services System Promoting Awareness Communication Education) information security collaborative contributed to the effort. The result? The new content was delivered to over 3,000 first-year students as a component of their First Year Experience courses titled "University 101" and "Adventure West Virginia." Additional content and narration were added during the Fall 2007 semester. Pilot training has started for institutional employees. This training has become a key component for driving the cultural changes required to integrate security standards and practices into daily habits. The trail to climbing the "Information Security Training Mountain" is steep and there are many obstacles to safely traverse it. Our "lessons learned" will assist you as you blaze your own trail up the Information Security Training Mountain.

Customer Support
Tuesday 10:30 am
Galleria South

Christopher H. King
NC State University

Same Campus, Different Worlds

Like many colleges and universities, North Carolina State University in Raleigh, NC has traditionally separated computing resources for administrative and academic users. This allows different groups to focus on different aspects of IT – students don't use PeopleSoft much, and payroll officers don't much care about Blackboard, and their support organizations trend the same way. But, from a management and financial point of view, duplicating services is costly, and most universities and colleges have at least looked at the feasibility of merging these two service units together. In 2007, NC State went beyond feasibility studies, and merged the two former units into the Office of Information Technology – combining everything from infrastructure to business services to the Help Desks.

This paper and presentation will track the formation of the NC State Help Desk and what that involved, from the standpoint of the employees, the management, the customers, the technology, the processes, and even the dress code. Merging looks easy on paper, but there are a lot of organizational, procedural, and emotional considerations to take into account before putting two different cultures into a brave new world.

The content should be of interest to people undergoing or planning to undergo a similar change, or people interested in seeing how an enterprise-level Help Desk is thought out and constructed.

Customer Support
Tuesday 10:30 am
Galleria South

Stacey B. Morales
Louisiana State University

Do You Want to Leave a Trail or Make a Path?

At Louisiana State University (LSU) we had a problem. The problem was angry customers, high call abandonment rates, missed support call appointments, inaccurate or inadequate incident descriptions, and inadequate incident tracking. Our Information Technology Service (ITS) Help Desk was failing. In May 2007 management made the decision to completely re-vamp the department with all new management and staff.

The new management and staff set out with a mission to hire and train two new full-time staff members and thirty new student staff before the beginning of the fall 2007 semester. The first weeks were spent identifying the low hanging fruit that could be fixed immediately, and developing documentation for common help calls so that we could hire and get new staff trained quickly.

In this presentation we will describe our journey, the obstacles that we faced, the progress that we have made, the lessons that we have learned, and the path that we are now taking to implement ITIL best practices and transform our help desk into a service desk. You decide if you want to leave a trail or make a path?

Tuesday Afternoon.....

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Naomi Fujimura
Masatsugu Ueda
Itsuo Omagari
Keiichi Irie
Kyushu University

Experience with Software Blanket Contract in Kyushu University

Information Infrastructure Initiative of Kyushu University decide to begin the blanket contract for several kinds of software in 2006 fiscal year to improve the research and education environment, maintain the appropriate compliance, and reduce the budget for computer software in our university.

We first focused on the anti-virus software of Trend Micro and Symantec. It was possible for us to get a cheaper software price in bulk rather than purchasing individual packages. We introduced Virus Buster in October 2006 and Symantec Client Security in March 2007. The price became several hundred yen to buy and update anti-virus software. The number of anti-virus software is now over 16000 in total.

We then challenged the Microsoft Campus Agreement. As a result, all staff members and students of our university can install Microsoft Office 2003/2007 (Windows), Office 2004/2008 (Macintosh), and Windows XP/Vista without extra charge except the initial charge since April 2007. We paid much attention to realize the compliance for software license perfectly. We applied many ideas for that purpose.

We finally challenged the Adobe Contractual License Program (CLP) for staff members and students in our university. We could begin the program in Level 2 of over 20,000 points after many efforts to gather orders and now in Level 3 of over 100,000 points.

Our activity reduced the budgets for software dramatically and improved the research and education environments effectively. This is the report of our activities and problems in our university.

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Cindy Guerrazzi
Carol Jarom
University of Delaware

Renovation Prepares Staff for Critical Services Disaster Recovery Plan

User Services staff at the University of Delaware are located in the basement of Smith Hall, which was constructed in 1970. The heating and cooling system has not been optimal over the years, but we were surprised to learn in December 2007 that we would need to relocate our services and staff in the spring of 2008 because a major heating and ventilation renovation was scheduled. Planning to relocate staff, equipment, and services brought to the forefront the need for a contingency plan for emergency preparation.

In the process, we discovered the crucial aspects of relocating critical services without any major downtime. This process has helped us identify areas where we needed to realign our coverage of critical services and also prepare for day-to-day "emergencies" that may occur.

We will outline the planning process we developed to relocate our services and the steps involved to coordinate with other departments to implement the move without major disruption to our users.

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Judi Anderson
Savannah College of Art and Design

The Art of the Connection

Savannah College of Art and Design (SCAD) utilizes the features of Adobe Connect® allow professors to hold on-line office hours and chats, critique assistance, offer eLearning assistance, and conduct seminars. The SCAD implementation of Adobe Connect® addresses major challenges including physical space limitations and communication issues among multiple campuses.. In addition, Adobe Connect® has helped SCAD offer online courses.

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Hideo Masuda
Kazuyoshi Murata
Yu Shibuya
Kyoto Institute of Technology
Seigo Yasutome
Michio Nakanishi
Osaka Institute of Technology

An Integrated Moodle System Using VM Technology to Achieve Higher Availability and Lower TCO

This paper describes the methodology of the Moodle system which we constructed using VM technology in the Center for Information Science at KIT. Before changing to Moodle, we had been using a Learning Management System (LMS) called Blackboard. However, it was very costly and we could not apply any modifications to it. Therefore, we decided to replace it. Our requirements of the new LMS system were as follows: (a) lower TCO including hardware and software, (b) high availability, and (c) easy to modify the system software from the educational and administrative point of view.

To satisfy these requirements, we made up our mind to replace Blackboard with Moodle and to introduce virtual machine technology. Moodle is an open-source software LMS and runs on LAMP/LAPP (Linux, Apache, MySQL or PostgreSQL and PHP) environment. The key ideas of our the system configurations are: (1) use two server PCs, (2) run four web servers and two database/ NFS servers on different virtual machines, and (3) introduce mirroring. The contents on NFS and database servers are assured by using "Isyncd" for real time mirroring and "pgpool" for database replication and fail over.

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Paul Hyde
University of Delaware

Bonus Material: Student Commentary on Multimedia Assignments

Student commentary adds another dimension to a multimedia assignment, benefiting current and future students and faculty. A "making of" accompaniment to a student multimedia project captures and represents the inherent student learning and collaborative process. Similar to the "making of" segments that appear as bonus material on DVD releases from movie studios, this simple technique adds a student/producer narration to the project's video track. The basic setup can be varied to include a picture-in-picture video presentation or an interview between the faculty member and student. Current students benefit from adding the reflective component that is a pre-requisite for a student learning portfolio. This method quickly establishes a valuable exemplary model for future student multimedia creators and faculty who assign multimedia projects.

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Schelly B. Homan
Bucknell University

Designing, Deploying, Demystifying Electronic Class/Instructor Evaluations

Here at Information Services and Resources, we are working on a new process to get course evaluations done electronically to reduce the amount of work on our staff and especially for the campus academic assistants. This new process is with Class Climate, a software product that is web-based. This will replace the current, inadequate, manual process. It will streamline the time it takes to develop evaluations, take evaluations, and create reports from the results and then saved/archived in order to be reused and/or compared across semesters/professors. The evaluations can be taken on-line securely and confidentially and/or hand written and the results will be tallied electronically and reported back to the academic assistants much faster than in the past. Even students' comments will be seen in the electronic reports and the academic assistants will not have to type them by hand anymore! Quite a time-saver in itself, let alone all the tallying the assistants had to do by hand! Each academic assistant will be able to design questionnaires according to the faculty members' particular questions in various formats along with any number of open-ended questions. We have ten departments trying it as a pilot this semester with a full push to all of campus this coming fall with training to be offered this summer to all of the academic assistants. We are very excited to offer this new process to the campus to help them streamline their work in this very hectic and time critical aspect of their job.

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Fred Morris
Barbara Bullock
William Byrne
University of Maryland

The Academic Computers for TERPS (ACT) Program at the University of Maryland College Park

The Office of Information Technology at the University of Maryland College Park developed a discount purchase program for hardware and software. This poster session describes that program.

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Laura A. McCain
Karen L. Miller
Indiana University

Creating an IT Orientation Video for New Students at Indiana University

Each year thousands of newly enrolled students arrive on IU's main and regional campuses to participate in the New Student Orientation program. They're introduced to the many academic and social aspects of campus life and given an overview of Information Technology (IT) at Indiana University. For thirty minutes these young people glimpse the many IT services they'll have access to as IU students.

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Gale D. Fritsche
Lehigh University

Managing a Growing High Performance Infrastructure on a Fixed Budget

Most universities involved in scientific research utilize some sort of High Performance Computing (HPC) facilities. High Performance Computing (often referred to as High Throughput Computing or Scientific Computing) can be defined as using parallel processing to run advanced applications in an efficient manner. These facilities usually contain a variety of hardware configurations including compute clusters (Beowulf clusters), grids or SMP (Symmetrical Multi Processing) computers. At most institutions the HPC resources utilized by faculty and students are provided in one of three ways: Centralized resources managed by University technology departments, decentralized facilities managed by academic departments, external facilities such as the Pittsburgh Super Computing Center.

The management of HPC facilities can be challenging due to specialized nature of the applications, the specialized support needs and the environmental requirements and cost for housing, acquiring and maintaining the hardware. Furthermore, as research problems continue to increase in complexity, computing demands tend to increase as well. There is a delicate balance that must be maintained between faculty/department needs and available funding. How do you effectively meet the needs of departments with varying HPC needs? How do you meet the demand for HPC resources with minimal financial resources? How do you restructure user support to meet the increasing demand?

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Timothy Foley
Christine Roysdon
Lehigh University

Library Resources to Enhance the Undergraduate Experience

Colleges and universities are facing opportunities and challenges created by the confluence of new technology and millennial students, who are using technology to access information, collaborate, and interact. This new generation of students expects information to be targeted to them based on their role at the university. Lehigh has integrated targeted Library resources within its campus portal to meet our students' needs. Students' K-12 experiences also encompass a vast array of internet tools to find information. For students the skills of finding, using and citing this information is often lacking. Lehigh has been working for four years on an Information Literacy initiative to identify the needs of our students and to work with faculty to allow students to best use Lehigh's research tools and databases. Another component of the Information Literacy Initiative is the use of Lehigh's special collection materials and digital library to demonstrate the unique ways that library materials can be used to enhance instruction and ensure a unique course experience.

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

David A. Diedrich
Karen Martoglio
DePauw University

Office 2007 at DePauw: A Campus-Wide Rollout Strategy

The transition from one version of any highly adopted productivity software to a new version within an institution is always a challenge. Productivity software application systems such as Microsoft Office are certainly not exempt from this. DePauw implemented Microsoft Office over 6 years ago and it has been universally adopted by faculty, staff members and students. We will examine the process in which DePauw University began the gradual process of upgrading everyone on campus to the newest releases of Office, for both Macintosh and PC users. Some of the topics to consider included: when to roll out the new versions; what staff members to include in the decision process and strategy sessions; delivery challenges; training and support; and the final timeline for deployment. First year students that purchased program laptops this year from Dell had Office 2007 pre-installed on the computers. However, the rest of the student body, as well as the majority of faculty and staff members were still using Office 2003. Implementation, training, and support strategies all had to be readjusted to meet the needs of the campus. Today, Office 2003, 2004 and 2007 are all being used as students, staff and faculty members begin to make the transition to the new versions. By the fall of 2009, Office 2007/2008 will be the standard productivity tools at DePauw.

Poster Exposition
Tuesday 1:30 - 3:00 pm
Pavilion

Stephen C. Simms
Craig Stewart
Scott McCaulay
Indiana University

Cyberinfrastructure Resources for U.S. Scholarship - the TeraGrid

The TeraGrid is an advanced cyberinfrastructure funded by the National Science Foundation. It offers computational, data, and storage resources to the U.S. scholarly community. With more than 870 teraflops of computing capability and more than 30 petabytes of online and archival storage, researchers across the nation can expand their research far beyond that allowed by their local computing facilities. The TeraGrid uses portals and Science Gateways to ease access to its facilities, allowing researchers to use the resources they need without having to become computer programmers. Access to the TeraGrid is allocated through a peer-review process, and is not limited to the sciences. Researchers in engineering, humanities and the arts also use the TeraGrid successfully.

Tuesday Afternoon (continued)

Management
Tuesday 3:30 pm
Grand Ballroom II

Lisa Barnett
NYU School of Law

ITS and Faculty Recruiting, a Strategic View

One aspect of the strategic mission for any institution of higher education is the recruitment and retention of top-flight faculty. At New York University (NYU) School of Law, Information Technology Services (ITS) has been collaborating with the Dean's Office over the past few years to make sure that technology is integrated into and supports various aspects of the faculty recruitment process. This paper will explore how and why ITS was able to achieve the desired level of collaboration. Particular attention will be focused on identifying the business needs and technical challenges that resulted in the development of new processes, and the customer services/user support objectives that were identified and incorporated into the support operations. As a result, the mission of ITS has been aligned to support and strengthen this particular strategic mission of the school.

Management
Tuesday 3:30 pm
Grand Ballroom II

Nathan Carpenter
University of Illinois at Urbana-Champaign

Homegrown Web Applications that Organize, Optimize and Energize

The CITES Help Desk is the first point of contact for most IT-related issues at the University of Illinois at Urbana-Champaign. As such, we take in and push out incredible amounts of information every day. Internally, we receive policy changes, new triaging recommendations and status updates on more than 100 CITES services. This information has to be quickly and accurately shared with our front line consultants who in turn must communicate the information to our customers. All of these customer interactions are captured in our ticketing system, and these cases are monitored to ensure that our customers are getting the correct information. On top of that data, we must maintain personnel files and accurate, yet dynamic, schedules for our 35 student consultants. Keeping track of all this information used to be a big problem.

In 2006, we got organized. We created an internal web page for our consultants where we could post and archive announcements, house our troubleshooting tools, and even have some fun. In parallel we devised an internal staff page where we could track wage histories, student commendations and service level definition data. Most importantly, the staff page helped us to standardize and expedite our case reviews, which were previously tedious at best or ignored at worst. We even developed a better student scheduling tool. And we did this all from the ground up. This paper will explore how and why we created these tools and explain how we were able to leverage our FTEs' and student consultants' collective knowledge and skills.

Documentation and Training
Tuesday 3:30 pm
Galleria North

Izumi Fuse
Hokkaido University
Atsushi Nakamura
Hiroshima University
Takahiro Tagawa
Kyushu University
Tetsutaro Uehara
Kyoto University
Shigeto Okabe
Hokkaido University and Technology
Michio Nakanishi
Osaka Institute of Technology of
Agriculture
Tatsumi Takeo
Tokyo University
Takashi Yamanoue
Kagoshima University
Shozo Fukada
Ehime University
Ikuya Murata
Hokkaido University of Education
Tsuneo Yamada
National Institute of Multimedia
Education

Improving Computer Ethics Video Clips for Higher Education

The explosive growth of computer networking enormously increases security costs. It is necessary to encourage the cooperation of students, faculty, and staff through education and training of information ethics, together with improving management and technologies, for security and to reduce university costs. We produced two collections of video clips for information ethics education for university students to be used as teaching materials. A new collection produced this year includes video clips about security including "information security policy" and "PKI (public key infrastructure)" which can also be utilized in security training courses for faculty and staff. In this paper, we discuss the effects of using the video clips in information ethics education in Japanese universities. We also discuss the use of the video clips in security training courses.

Documentation and Training
Tuesday 3:30 pm
Galleria North

Kathleen S. Gregory
Texas A&M University

Tune Up! Tips & Tricks For Your Audience To Get The Most From Your Presentation

How many times have you attended some sort of a training session or conference where the presenter reads the screen? Have you ever thought about whom your audience is or what shoes you are wearing? As an audience member, have you ever tried to take notes from a slide that has so much information you forgot what the topic was?

Customer Support
Tuesday 3:30 pm
Parlors

Jayne Ashworth
University of Virginia

When Blazing A Trail Leads Over the Mountainside Cliff: Lessons Learned from Our First Rapid Deployment

At SIGUCCS 2007 one of the themes shared by James Hilton of the University of Virginia was that in the world of IT at colleges and universities, we are likely to see more change happening more quickly than ever before, and that we need to learn ways to make the changes happen as rapidly and as painlessly as possible. A variety of circumstances led UVA to make a switch in its enterprise calendaring system between December 4, 2007, and January 15, 2008. Learn about the reasons behind this change, the obstacles we encountered, the user experience of the change, and the lessons we learned in our first rapid change.

Customer Support
Tuesday 3:30 pm
Parlors

Jonathan M. Dixon
Ryan T. Sharpe
University of Illinois at Urbana-
Champaign

Doing More with Mini

The Campus Information Technology and Educational Services group is the central IT organization at the University of Illinois at Urbana-Champaign. The CITES Help Desk provides IT support for faculty/staff, students, and retirees. The number of Apple-related support inquiries is rising. Our support methods have evolved, starting from a pair of Macs in the back of the room. The next step was to provide a Mac alongside each Windows machine. Multiple machines per person do not scale well and introduce physical complexities to the workspace. With the release of Intel-based Macs, a new opportunity was realized. Our goal is to provide a single machine at each workstation that will give our consultants the ability to address Windows and Macintosh support. Join us as we explore operating system virtualization with VMware Fusion and Parallels, Active Directory integration, file storage, and system deployment – on an ever-shrinking budget.

Customer Support
Tuesday 3:30 pm
Galleria South

Charles G. Ahn
University of California, Los Angeles

Dual Boot MacBook Deployment Project

Since 1999, the College Library Instructional Computing Commons (CLICC) at the University of California, Los Angeles (UCLA) has been lending laptops to the campus community. In the fall of 2007, CLICC deployed 300 dual boot MacBooks to replace its entire laptop lending pool and instructional laptops (247 PCs and 42 Macs). Offering both Windows XP Professional and Mac OS X 10.4 (Tiger) on one hardware platform allowed CLICC to meet the growing demand to support classes with a video-editing component while maintaining a high level of satisfaction for its mostly Windows user base. Using a customized boot screen was the key to ensuring that users could quickly select their preferred operating system with ease. Each MacBook has 131 Windows and 83 Mac applications available for use. A survey showed 93% of users rated their MacBook experience a 4 or 5 out of 5. Since deployment, utilization of the laptop lending service has surged. In the first year after deployment, loans increased by 59% from the year before (77,439 in 2006-2007 to 123,082 in 2007-2008).

Technology
Tuesday 3:30 pm
Galleria South

Karl J. Kuehn
Stanford University

Considerations in a Dual Boot Strategy

This paper discusses considerations that should be made when planning a MacOS X 10.5 and Windows Dual-Boot deployment strategy for large labs of Apple Macintosh computers. Examples of the decisions made by Stanford University's Student Computing Department are included.

Wednesday Morning.....

Documentation and Training
Wednesday 8:30 am
Galleria North

Shannon Agee Curcio
Savannah College of Art and Design

Moving Mountains to Get IM&T in the Orientation Mix

With Savannah College of Art and Design's growing dependency on technology, we have identified the need to train our incoming faculty, staff, and students to use the technology that is necessary to thrive in our academic environment. Once this need was identified, we then had to find ways to integrate technology training into orientation. So far, our efforts with faculty and staff have been very successful, and we are still working on the best approach to reach all incoming students.

To reach faculty and staff, we met with Human Resources and Faculty Development and agreed that all full-time faculty and staff would be required to attend a technology orientation in order to receive their network/email account access. Staff technology orientation is a 2 1/2-hour session held on the second day of orientation. Faculty members attend a 3-hour technology session on the first day of their orientation with the school.

The most challenging step of this process to date has been the inclusion of technology training into student orientation. We have tried several different methods to communicate the technology message that we have for students and are continuously revising this process. We are limited on time, space, and personnel to reach all the incoming students especially during the large influx of fall quarter.

This paper will examine the steps that were taken to integrate technology into faculty and staff orientations and examine the on-going processes for addressing our students' training needs.

Documentation and Training
Wednesday 8:30 am
Galleria North

Kathy Pribbenow
University of Kansas

Using a Training Survey to Move Mountains and Blaze Trails

What do you do when the attendance in all of your workshops drops to fifty percent? This is not a sudden drop. It is something that you notice has been happening over several semesters. These are workshops that you have been offering for years.

Does that mean that you have saturated the campus? Or, are your workshops old and out dated? You have been revamping them to the new versions of software, but has that been enough? Are you meeting the training needs that people are expecting? What are those training needs? Are those training needs what you thought they were? Are you offering workshops at the right time? Should you be offering evening and Saturday workshops?

These are all questions our department, Instructional Services at the University of Kansas, found ourselves asking about the workshops that we offered. Our unit not only provides workshops on a variety of computing and information literacy topics, we also provide Deskside Coaching sessions and Custom Training for computer support.

We created an in-depth survey that we shared with faculty, staff, and students. We asked them to help identify their computing and information literacy training needs, as well as provide feedback regarding the quality of the services we provide.

In this presentation, we will share our results and how we changed our workshop structure.

Technology
Wednesday 8:30 am
Parlors

Chris O'Donnell
Indiana University

Using BitTorrent to Distribute Virtual Machine Images for Classes

There are a number of benefits to using virtual machines in a training environment; however, when the total size of the images range from 5-40 GB, getting those images to the physical machines in a timely fashion can be a concern.

In our environment, we have a single machine we can use as a server, and classrooms located on different subnets (in different cities). With this situation, a multicast solution isn't possible, and standard file transfer methods (e.g. over a common windows share) take 6-24 hours to complete.

Given the existing limitations, we needed a faster method of deploying images to our client machines. Our solution centers on BitTorrent technology, a few additional freely available applications, and is glued together with a little scripting. With our solution in place, the 6-24 hour completion times have been reduced to 1-4 hours, and the deployment process takes less than 10 simple steps.

The implementation is flexible enough that the server environment can be run from a Live CD if necessary, and similar implementations can easily be made platform independent. With the variety of tools that can be used to implement this environment, we also avoid the pitfalls of vendor lock-in.

Technology
Wednesday 8:30 am
Parlors

Modular Imaging Architecture: A Modular Approach for Scalable PC Deployment

One of the difficulties a university IT department faces is trying to design and support the image for a multitude of different computer systems. Saint Louis University currently supports more than ten different computer models.

Wednesday Morning (continued)

Josh Kelahan
Saint Louis University
Chris Koerner
Saint Louis University

Each model has its own drivers that can conflict with the drivers of other models. In addition, trying to keep up with the endless Windows updates and the updates for all the other software needed on an image can prove to be an extremely daunting task, even for highly skilled IT professionals.

Members of Saint Louis University's Enterprise Infrastructure Working Group have developed a new imaging architecture that separates the large components of an image into smaller, manageable chunks. Each chunk is its own separate image and is stackable with other images. When these images are assembled together they create what would traditionally be the image deployed to all workstations.

By having separate driver images, there is no longer a concern for drivers of different models conflicting; each model can have its own driver image. Having the base operating system as its own image, all of the Windows updates as an image, and all of the enterprise required software as an image, each of these seemingly large components can be managed separately. This Modular Imaging Architecture goes a long way to help improve security by ensuring that every time a machine is imaged, it will always have the most up-to-date versions of enterprise software, Windows updates, and the latest drivers for that system.

Instructional Technology
Wednesday 8:30 am
Galleria South

Michael White
University of West Florida

Permeating Innovative Technologies throughout the Institution

Institutions of higher education are regarded as breeding grounds for innovation. Oftentimes, though, continuous innovation leaves little time for the innovation or technology to permeate through the institution. Furthermore, continuous research and development of new systems, services, and technologies without regard for implementation can cost the institution much in terms of frustration, effort, and money.

Rogers' Diffusion of Innovations model holds that there is a normal curve of adopters of technologies that can be divided into five groups: innovators, early adopters, early majority, late majority, and laggards. Information technology units can benefit immensely by reviewing the diffusion of innovations model and adopting practices that contribute to the diffusion or permeation of an innovation through the university community, particularly the academic community. An extension of Rogers' model holds that an instructor must teach a course at least four times before a technology becomes permanently embedded in the curriculum. Therefore, a major variable affecting the adoption rate is time.

Technology units can use certain techniques to hasten the adoption of technology. Those techniques include: focused faculty development workshops, brown bag luncheons, disseminating information to academic department heads and chairs, continuous and repeated communication using multiple formats, and, of course, offering incentives to faculty to use and adopt innovative technologies.

Management
Wednesday 8:30 am
Galleria South

Joanna Trimble Gandara
Michelle Eastland
St. Edward's University

Collaborate, Plan, Deploy, and Train: Office 2007 in the Classrooms and Labs across Campus

St. Edward's University decided Microsoft Office 2007 will be installed on campus computers (on Windows XP) beginning summer 2008. The different support areas of the Instructional Technology (I.T.) department collaborated to plan and discuss the best way to deploy this product and train the faculty, staff, and students. The different support areas include Student Computing, Media Services, Technical Services, Computer Help Desk, Faculty Resource Center, and Computer Training, which provide the support for the students, faculty, and staff of the university. The I.T. department was concerned about making sure the faculty and students have the support available for the new features of this product, and therefore have developed ways to train faculty and students on Office 2007. Computer Training has developed free short 30-minute trainings on various tips and tricks when using Office 2007. They also developed online quick guides, and online demonstrations to help ease the learning curve. The Computer Help Desk and Computer Training have also worked together to develop trainings for the Computer Help Desk student workers who provide technical support to the university.

The primary focus of this paper is to share the successes and failures of how the St. Edward's University I.T. department was able to support the use of this product on campus. We will also possibly get audience involvement to share what their institutions have done. We hope this will help other institutions be inspired to blaze the trail by deploying new software on their campuses.

Closing Plenary
Wednesday 10:30 am
Grand Ballroom I

Bryan Alexander
National Institute for Technology and
Liberal Education

Emergent Technologies for Teaching and Learning: Social Media and Ubiquitous Computing

How can teachers and staff approach advanced technologies to create transformative learning experiences for and with their students? We explore three fields for deploying emerging technologies in innovative, effective, and sustainable ways. Pedagogical implementations of Web 2.0 have been growing in scope and diversity, with new forms of publishing, storytelling, and literacy emerging. Computer gaming, a worldwide cultural power, presents many levels of engagement for learning. And mobile devices accelerate the effects of both of these trends, producing benefits and challenges from increased information access. Mobility also points towards the development of augmented reality. We close with a glance towards newer developments, and methods for grappling with emergent cyberculture."