SIGUCCS Conference Abstracts
October 11-14, 2009

This list provides the abstracts and the author(s)' name(s) for the technical program.
The actual presenter(s) may vary.

<table>
<tr><td colspan="2">Monday Morning</td></tr>
<tr><td>Opening Plenary
Monday 8:30 am
Arch View Ballroom

Jason Young
LeadSmart, Inc.</td><td>Smart Service - Customer Service Excellence

Jason Young will present a comprehensive approach on how to create and sustain a culture of customer defined excellence. As the competition heats up for goods and services, organizations today struggle to be characterized by their customer service initiatives. During this presentation, participants will find out what outrageous customer service can really do for their bottom line. Discover the meaning behind "customer-defined" service and how that may very well separate you from your competitors. Learn to make the most of those moments of truth that face your organization to leave a legacy of service. Identify the sources of service breakdowns and what it really takes to make a clear path to recovery. Participants will discover that a strong commitment to service excellence can help an organization make a name for itself and leave its mark.

Jason Young has been called a "rare breed" when it comes to developing leaders, teams and customer service initiatives. As a former senior-level manager at Southwest Airlines, Jason learned the value of a successful workplace culture. During his 10-years with the airline consistently rated No. 1 in customer service and employee satisfaction, he was a key driver in creating and developing the company's innovative training programs for its successful leadership and customer service culture that have become renowned in the business world today. Driven by the need to extend his unique insight in leadership development to others outside Southwest, Jason separated from the pack in 1998, when he left the airline to launch his own consulting practice to focus on corporate training and development services provider specializing in leadership, customer service and team building. Today, as president of LeadSmart, Inc., Jason shares his vision in developing successful corporate cultures and workplace environments with forward-thinking companies, including Starbucks, Coca Cola, Radio Shack and Tyson Foods. He has even captured his philosophy of creating high performance cultures in his recent book, Culturetopia - the ultimate high performance workplace.</td></tr>
<tr><td colspan="2">Monday Morning – Session 1</td></tr>
<tr><td>Instructional Support
Monday 10:30 am
Salon F

Ken Layng
Penn State University</td><td>The Many Benefits of Cultivating a Community Among IT Staff

In decentralized environments it is more difficult to realize economies of scale, both in terms of development opportunities for IT staff and in terms of knowledge-sharing between IT units and staff. At Penn State, we are a distributed environment with multiple campuses and colleges - each with their own IT staff. We are essentially a collection of separate small-to-medium sized organizations. Today, budgets are increasingly tight, and the need for technical</td></tr>
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	training is increasingly vital. While there are common problems and needs, the decentralized nature of the environment makes it difficult to address them with the strength or efficiency of a large institution. At Penn State, we have established an organic community of IT staff that exists apart from organizational boundaries and requires very little management overhead. This community is supported by a multi-faceted set of community-driven services, designed to include geographically-dispersed audiences. Processes, functions, and offerings regularly leverage the collective knowledge of IT staff, who frequently view sharing their work and knowledge as opportunities for personal growth and professional development. Advances in collaborative tools have made assessment, communication, and planning much easier, which has resulted in significant reduction in staff training expenses by aggregating needs and bringing vendors on site. In some cases, we are able to provide training for the community using in house knowledge. Looking forward, with federation services, it is it is entirely possible that we could see such communities like this being established between universities and enterprises.
Training & Documentation Monday 10:30 am Salon G Gail Faralley-Samerad, *Widener University* George Thompson, *Widener University*	*The A.R.T. of Content Management Training* Keeping your institution's website accurate, relevant and timely (A.R.T) can be a challenge when you have multiple content management specialists/web publishers with varying skills and knowledge contributing to your website. After Widener University migrated to a new content management system, the challenge of training a distributed and disparate staff in web-related computer skills was paramount. A six-week course totaling twelve hours of instruction, which included basic computer skills, web design concepts, basic HTML coding, writing for the web, and content management systems training was created through a collaboration between the Office of Information Technology Services, Office of Human Resources, and University Relations. This series of courses was offered through Widener's University College in conjunction with their Lifelong Learning Professional Development program.
Management Monday 10:30 am Salon A Lynda LaRoche, *DePauw University*	*Sustaining a Student Staff Program through Collaboration and Communication* As host employers for DePauw University's Information Technology Associates Program (ITAP, a four-year program of distinction), full-time staff members from several individual programs within Instructional & Learning Services (I.L.S.) collaborated to develop a curriculum not only to enhance the

	professional development of our student staff members, but also to provide the high level of support expected by campus. We also worked to address the requirements of ITAP as well as the importance of a well-planned communication strategy. This curriculum, now identified as the I.L.S. Associate Program, is specifically designed to extend students' technical skills, further develop interpersonal communication, and broaden professional behavior along with providing leadership opportunities and creating a professional community for our students. Some of the components of the program include reading discussions, ePortfolio maintenance, project management, and professional development goals. The I.L.S. Associate Program augments the accumulative knowledge and expertise of I.L.S. and enables our student staff members to link their practical experience with their liberal arts education. As a result, they are better prepared for life beyond DePauw, including tackling larger issues involving the use of technology.
Customer Support Monday 10:30 am Grand Suite III Brian Patrick, *University of Central Missouri*	*The Importance of Emotional Intelligence* Though Emotional Intelligence is still a vague concept for many people, partly because the topic has garnered numerous definitions, it has nevertheless been identified over the last couple decades as a contributing factor for project, business and career success. Some researchers have theorized that Emotional Intelligence is a better indicator for career success than traditional IQ. Emotional Intelligence is in fact a critical part of delivering consistent quality customer service to internal and external customers. While technology has become integral throughout society, and a critical tool for nearly all business endeavors, the fact remains technology is primarily a means to an end. When a client cannot complete important tasks or find necessary information for lack of appropriate or functional technology they become upset by the barrier encountered. I equate information systems to cars in that these critical tools are such relied upon technologies that when they fail to deliver the needed outcome clients quickly become frustrated and expect quality service in a short time period to resolve their issue. Emotional Intelligence is a key attribute toward developing meaningful constructive relationships with customers, peers and leaders. The ability and willingness to empathize with these groups of people, to genuinely understand and care about their unique priorities, needs and challenges is the foundation of quality customer service and continuous improvement. Hiring and retaining

	people with this important attribute can be the difference between success and failure for a particular project or an entire organization.
Technical Monday 10:30 am Salon E Josh Meek, *Hanover College* Michael K. Bradshaw, *Hanover College*	*Web Based Computer Lab Imaging with Grimiore* We present Grimiore, a web-based frontend for the disk imaging software Clonezilla. Grimiore was created to maintain computer labs in an academic setting. Each class had different needs for software and operating systems, yet classes compromise on what is installed so they can coexist in the same lab. Reinstalling the operating systems on the lab computers takes too long to be done daily, for each class. Labs, which are maintained by the professors, also face the problem of malfunctioning computers, and the time needed to troubleshoot the issue or reinstall the computer's operating system is often not available during the semester. Grimiore allows administrators to restore and maintain an entire lab of computers, rather than a single computer or a single homogenous image. Administrators can create a lab configuration for each use of the lab, and restore them with a single option. Grimiore stores configuration data for each computer in each class, allowing lab configuration to contain heterogeneous images. Finally, Grimiore is web-based and provides administrative control over the entire imaging system, as well as user level control over a single client computer. Professors can modify entire labs with one operation. Students can repair the computer they are logged into.
LeadIT Monday 10:30 am Salon B Jason Young, *LeadSmart, Inc.*	*Q&A with Jason Young* Want to have an opportunity to follow-up with Jason Young regarding his keynote presentation? Have specific questions about how to create and sustain a culture of customer defined excellence? Dealing with a staff member who does embrace this philosophy? Having trouble picturing how your organization can be transformed? Come to this session to get continue the conversation about customer-defined service.
Monday Afternoon – Session 2	
Instructional Support Monday 1:00 pm Salon F William Klein, *Valparaiso University School of Law*	*Seven Steps to Better Deskside Manner* The Valparaiso University School of Law created a staff position within their Information Technology unit to accommodate the increasing number of faculty and their information technology needs for classroom support and academic pursuits. The biggest challenge this position faced was the inability to hold workshops for faculty due to their schedules. This leads to the curious case of

	working with each faculty on a one-to-one basis. Strategies needed to be created and executed to ensure that this position could reach out to any of the faculty on a moment's notice with effective instruction. The author created a set of strategies used as a foundation to meet the academic needs of faculty called Seven Steps. The Seven Steps are: 1. Understand the difference between tangible and intangible 2. Switch things up 3. Management By Walking Around (MBWA) - be active, show up 4. Stop dwelling on the past regardless of whether it was good or bad 5. Find balance between standardization and personalization (tailoring) 6. Observe 7. Do something extra. This paper will explore how these steps are applied and how they support effective technology outreach and instruction for faculty.
Training & Documentation Monday 1:00 pm Salon G Sharon Beltaine, *Ithaca College*	*How to Conduct a Needs Assessment Study on Training and Documentation* This paper will offer a summary of the tools and techniques that were used for a Training and Documentation Needs Assessment Study recently completed by the Information Technology Services (ITS) division at Ithaca College, located in Ithaca, New York. The structure, design, and tools of this study provide a model for user support professionals and others within information technology service organizations at higher education institutions to adopt to carry out a needs assessment study with users on their own campuses. Ithaca College provides centralized user support services, such as training and documentation, through ITS. The goal of the ITS Training and Documentation Needs Assessment Study was to obtain feedback from faculty, staff, and students on current training and documentation services delivered by ITS (Information Technology Services), as well as to gather ideas for adding to, modifying, and improving these services in the future. Three standard communications research tools were employed to complete this study: focus groups, interviews, and a survey. Results from these data collection instruments were analyzed into a report on responses across and within the three target populations (faculty, staff, and students). Moreover, these results were synthesized into a set of recommendations, which are being used to shape the delivery of training and documentation services to the campus community.

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Management Monday 1:00 pm Salon A Ken Janz, *Winona State University* Ken Graetz, *Winona State University*	*Status of a Digital Life and Learning Community* Winona State University in 1997 launched its laptop program, providing every student with a laptop computer to enhance his/her studies. Now, in 2009, laptop programs are no longer novelties; they are commonplace with more than 150 programs in higher education institutions across the country. Winona State is a very different institution because of the program. The program has been woven into the fabric of the institution. Unlike at other institutions within the Minnesota State College and University (MnSCU) system, there are no traditional computer labs on the Winona campus. These specialized rooms for working with technology have given way to anytime, anywhere learning. Any room on campus can be turned into a learning space that provides students and faculty with the world's information resources at hand. Innovative pedagogies are in practice on campus with current action research projects looking at e-books and enhanced communications with students. Winona State's experiment with e-books is possible because of the universal laptop program. Winona State's new buildings on campus (i.e., science building, library, Maxwell renovation) were designed around a mobile computing environment. All the building spaces and equipment, including science labs, require that students have laptop computers. This mobile computing environment has allowed Winona State to create more efficient teaching and learning spaces even to connect high-tech science equipment. The design of the new Wellness Center also incorporates the realities of mobile computing. Since 1997, the program has become more than just a laptop program. The name no longer describes its holistic impact on the academic programming of Winona State. With the blessing of the Winona State Student Association, the name of the laptop program was changed in January 2009 to the e-Warrior: Digital Life and Learning Program. After 10 years, Winona State is still gaining experience with its Digital Life and Learning Program. The program continues to evolve as more faculty and students familiarize themselves with the changing needs of students, and Winona State will continue to learn more about the role of the program's impact on its students' educational opportunities for years to come. As Winona State continues to evolve, the program at its core will always be about enhancing student success. This paper will focus on lessons learned over at Winona State University at its Digital Life and Learning Program.
Customer Support Monday 1:00 pm Grand Suite III	*DiscussIT: The FISH Philosophy: Customer Service Training* FISH® has been around for many years and has become a standard in customer

Karen McRitchie, *Grinnell College*	service philosophy. The FISH® philosophy is fun and easy to apply to our customer service procedures. Come and share ideas about how to incorporate this philosophy into your training programs for both full time and student staffs. The FISH® Philosophy includes four simple, interconnected practices: • "Be There" is being emotionally present for people. It's a powerful message of respect that improves communication and strengthens relationships. • "Play" taps into your natural way of being creative, enthusiastic and having fun. Play is the spirit that drives the curious mind, as in "Let's play with that idea!" It's a mindset you can bring to everything you do. • "Make Their Day" is finding simple ways to serve or delight people in a meaningful, memorable way. It's about contributing to someone else's life, not because you want something out of it, but because that's the person you want to be. • "Choose Your Attitude" means taking responsibility for how you respond to what life throws at you. Once you are aware that your choice impacts everyone around you, you can ask yourself, "Is my attitude helping my team or my customers? Is it helping me to be the person I want to be?" Through The FISH® Philosophy, we can build stronger relationships with the team members we work with, the customers we serve, the students we teach and the people we love.
Technical Monday 1:00 pm Salon E Mark Ritschard, *Colorado State University*	*Thin Clients: Make Them Work for You* Thin clients have been part of main stream technology for over four years now. Surprisingly, few universities utilize them. If deployed properly, thin clients provide a whole host of benefits, from reduced need for user support, to high-availability to low energy consumption. The College of Engineering at Colorado State University (CSU) has been using thin clients since 2001 and now has an install base of over 500. In addition, CSU as a whole now has thin clients installed as technology "kiosks" around campus. The practical "how-to's" of getting started will be presented along with an in-depth analysis of getting the most benefit from an investment in thin client technology.
LeadIT Monday 1:00 pm Salon B Nancy Bauer-Runyan, *Ross University*	*If You're Not the Lead Dog…How's Your View?* Would you like to be in more of a leadership position – with a fresh view? Do you feel your position is so far in the back of the pack that your view will never change? This session will enlighten you: You do not have to be the "top dog" to influence your colleagues or even your supervisors. This session will discuss how you can change YOUR view! We will discuss the difference between

	management and leadership, ways in which you can learn to communicate effectively as a leader to increase your personal power, and how you can actively engage in this communication.
Monday Afternoon – Session 3	
Instructional Support Monday 2:00 pm Salon F Tagauki Nagai, *Kumamoto University*	*Automated Lecture Recording System with AVCHD Camcorder and Microserver* Although recording and streaming lecture video is becoming popular, large-scale lecture recording is still a difficult task for many universities. Auto lecture recording systems with robotic tripod or smart sensors are too expensive to be standard equipment in many classrooms. A simple solution of human-operated recording is also resource intensive from the perspective of hiring, training, and managing operators. A possible solution for the problem is the combination of recording with a stationary high-definition camcorder and post-processing of camerawork generation that traces regions of interest. However, automatic recording systems in high-definition are still uncommon and expensive. In this paper, we describe the automated lecture recording system developed in our lab based on years of experience in manual lecture recording in classrooms. In the system, we use an AVCHD camcorder and microserver for automated recording. The camcorder makes high-definition video capture boards unnecessary since it records videos as files on its file system; capturing now becomes an easy task of copying files. With this idea, we can make the system small and cost effective. Lectures are automatically recorded according to the schedule specified by iCalendar data, and recorded videos are automatically processed with a camerawork engine we have developed to generate NTSC resolution videos.
Training & Documentation Monday 2:00 pm Salon G Dan Herrick, *Colorado State University*	*Google This! Using Google Apps for Collaboration and Productivity* In 2009, Colorado State University migrated to Google Apps for Education as an e-mail hosting solution for its students from an internal on-premise e-mail system. The additional capabilities of Google Apps, originally seen as a nonessential add-on to the e-mail solution, have boosted the collaboration and communication among CSU's students beyond our expectations. Once the faculty and staff saw the potential for collaboration the requests to opt-in increased. This allowed collaboration between faculty and students on a scale not previously witnessed at CSU. Faculty who have made the switch to Google Apps are satisfied and enthusiastic with the service. The Google Apps for Education suite comprises Google Mail, Calendar, Talk, Docs, Sites and Video. An overview of each App as well as specific techniques on using each App will

	be presented. We will discuss the potential of teamwork and idea exchanges made possible by Google Apps and how they can be implemented in the academic environment. We will discuss and demonstrate interoperability between Google Apps and external applications, IT team collaboration, student employee management integration, migration techniques and more.
Management Monday 2:00 pm Salon A Kathy Lyons, *University of Illinois*	*Pump up the Jam! Tips and Tricks to Motivate You and Your Staff* Do you find it difficult to keep your staff motivated, engaged, and communicating with each other? Do you find it difficult to keep yourself pumped up to take on another day? I am fortunate to love my job, but there are still many days when I dread going into the office. The hustle and bustle of daily activities in an IT world can be overwhelming. There is always a customer calling, a new service rolling out, or a request that needs to be handled in a timely manner. The reality is I couldn't get through the day without my staff. Therefore, I invest a lot of my time with my staff. In this session I will share some ideas that others have shared with me and that I have found useful in getting me through the day. I will share the tips and tricks that have helped me communicate with my staff more effectively and efficiently while helping to motivate them and me to give another 10 percent every day. Overall, these ideas have helped me build a highly effective team. This will be a high impact, interactive session filled with the things that have worked for me, and the lessons I have learned in implementing ideas that have failed.
Customer Support Monday 2:00 pm Grand Suite III Andrew H Lyons, *Hobart and William Smith Colleges*	*Developing a Service Catalog for Higher Education Information Technology Services* Customers of Information Technology Services at Hobart and William Smith Colleges need to quickly and easily access information and ask for help when needed. With this principle in mind, we redesigned the IT Services Web site and list of services to integrate and simplify the categorization and description of the three main types of information we provide to customers: • What services we provide • How to request the services or get instructions • Where to get help For this project, we had a small team head the planning and coordination for the

	rest of the department's collaboration in creating, updating, and reviewing materials. We started by consulting a core group of customers for opinions on what worked well (e.g. types of content available) and what did not work well (e.g. organization, masses of text, and jargon) in the previous rendition of our site and service list, then developed our goals from the findings: • Make it simple • Make it searchable • Make it actionable • Make it in regular language With these goals in mind, we collected, evaluated, and recreated the existing list of services into a standardized catalog of services, each with links to instructions and request forms or contact information for guidance or assistance. The result of our efforts is a customer-oriented, clean, and searchable catalog of services that appropriately sets expectations. This all prepares us to successfully accomplish the department's mission of providing the Colleges with timely, high-quality, and cost-effective information technology services and solutions that support all aspects of the mission of the institution.
Technical Monday 2:00 pm Salon E Janet L. Kourik, *Webster University* Jiangping Wang, *Webster University*	*Reduce Pressure on Students and IT Services via Software-Vendor Programs and Hosting* Supporting computer science and computer application courses requires spending many resources on specialized software. Courses, such as database concepts and applications, depend upon hands-on experience with software to help students understand important principles. Both the university computer labs and students need to install software for homework assignments. Problems include software availability, cost, installation, platform compatibility, and configuration. While academic licensing provides software to students at significantly lower prices, the price may still be too high for some students. Installation and configuration on client/student side may also be a problem. Further, IT departments face the challenge of installing, upgrading and patching the software in student labs. An inexpensive alternative exists to reduce the burden on both students and IT departments. Several software vendors provide either free software or free centralized hosting with web access. Service, technical support, and upgrades are also provided. Typically, client-side setup and configuration is minimized. Advantages include reducing platform dependence, providing prompt professional helpdesk support and account management, and training for

	instructors. We have implemented two variations of vendor provided software or hosting. This paper will share our experiences in using this approach to support our computer science courses, especially in our database related courses. We will describe these technologies and explore the implementation process including problems encountered.
LeadIT Monday 2:00 pm Salon B Jeni Elkins, *Discoveries Unlimited*	*Mentoring: How to be a Mentor, How to Find a Mentor* According to Educause, mentoring is a learning collaboration—a developmental caring, sharing, and helping relationship with a focus on the enhancement of the protégé's or mentee's growth and skill development. Mentoring is just-in time help, insight into issues, and the sharing of expertise, values, skills, and perspectives. Mentors function as a catalyst-an agent that provokes a reaction that might not otherwise have taken place or speeds up a reaction that might have taken place in the future. In this session we will explore real life mentoring experiences – what has worked and what hasn't worked. We will also explore the feasibility of finding mentors within the SIGUCCS community.
Monday Afternoon – Session 4	
Instructional Support Monday 3:00 pm Salon F Andreas Gross, *Hasso Plattner Institute, University of Potsdam* Justus Bross, *Hasso Plattner Institute, University of Potsdam* Christoph Meinel, *Hasso Plattner Institute, University of Potsdam* Bert Baumann, *Independent Contractor*	*Distribution to Multiple Platforms Based on One Video Lecture Archive* Currently many video-lecturing portals are commercially available. The effort to find and commit to the best portal however seems ineffective, because the internet scenery continuously changes and grows. It is more important to try to achieve the furthest possible syndication of content by using quick and simple adaptations to current technologies and formats. The tele-TASK archive achieves this with more than 2.500 video records of over 600 different lectures. This comes up to an overall duration of more than 4 months of permanently streaming video lecture content. This sample provides an adequate base for researching the technology use in different academic fields and representative evaluation sets. Besides streaming content in RealMedia format, the lecture recording system tele-TASK uses the FlashVideo and MP4 formats. Our recent approach has been to develop workflows that allow us to automatically deliver different video portals with our content. Besides www.tele-task.de you can also find tele-TASK lectures on the iTunesU portal by Apple, Youtube and Yovisto. Connections to even more distinct portals and new content distribution formats are currently under construction.

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Training & Documentation Monday 3:00 pm Salon G Kristi Evans, *Webster University* Christopher Lucas, *The Pennsylvania State University* Christine L. Vucinich, *Duke University*	*DiscussIT: Integrating Online Training Into An Existing Training Program* Is online training a part of your IT training curriculum or something that your institution is planning to implement? Do you purchase tutorials through a vendor, produce in-house training with desktop video capture software, offer training remotely with web based sessions or a combination of all of the above? Join us to discuss the role online training plays at your institution now and in the future. Plan to share the tools that you use, experiences, best practices, lessons learned and questions.
Management Monday 3:00 pm Salon A Jason Rakers, *Youngstown State University*	*Measuring Wireless Network Success - An Analysis of a University in Ohio* With many colleges facing restricted financial support for technology investments, this study of a wireless network project at a university in Ohio provided results of acceptance and a method for measuring success of wireless networks on campus. This study included results that reinforce earlier research on how the intention to use a wireless network is influenced by conditions facilitating such use and by the users' trust in the wireless network. According to the Campus Computing Project's survey data for U.S. colleges and universities, there has been continued growth in wireless Ethernet network deployments since 2002. However, the literature lacks information relating to how universities can measure the usage and acceptance of their wireless networks to demonstrate project success. This study demonstrated that fewer than half of student participants used the wireless network on campus despite nearly all student participants suggesting they would use a wireless network if one were available. The field project results support differences among participants' intention to use wireless networks based on gender and year of study in higher education.
Customer Support Monday 3:00 pm Grand Suite III Maureen Novozinsky, *Princeton University* Evelyne S. Roach,	*Frontline Support At Princeton University; A Centralized and Decentralized Approach* Frontline support and maintenance for desktop hardware and software systems at Princeton University has been uniquely structured, allowing the benefits of centralization and the freedom of decentralization. The decentralized SCAD/DCS (Support for Computing in Academic

Princeton University Leila M. Shahbender *Princeton University*	Departments/Department Computing Support) program is set up so that each department has their own support personnel with specialized access to all of the information from the centralized Office of Information Technology. The SCAD participates in monthly meetings with others in the program, along with representatives from the central Office of Information Technology. They are offered specialized training and certification programs determined by the needs of the departments and the direction of technology of the University. Departments are able to remain autonomous while garnering the benefits of a campus wide central administration. The centralized 24x7 Support and Operations Center provides telephone, instant message and e-mail consulting for general technical questions and issues as well as University business application support, support for the telephone system and operator services for the main University telephone number. Any member of the University community can call or write for assistance. This paper will discuss the funding, staffing and scheduling models for the respective programs, as well as talk about how the two programs balance and collaborate with each other and the other support resources at the University.
Technical Monday 3:00 pm Salon E D.S. Bhilare, *Devi Ahilya University* A.K. Ramani, *Devi Ahilya University* Sanay Tanwani *Devi Ahilya University*	*Protecting Intellectual Property and Sensitive Information in Academic Campuses from Trusted Insiders: Leveraging Active Directory* Insider threat has been the major Information Security issue for business houses for long time. But, Information Security Managers of academic campuses are yet to pay similar attention to this challenge. As direct financial losses resulting due to this are not of similar magnitude. However, universities and colleges have sensitive academic and personal records. Also, many institutes are engaged in advanced research and creating valuable intellectual property, which need to be protected. Monitoring insider threats in academic campuses is particularly difficult because of complexity of networks, diverse mix of systems and resistance for strict restrictions. Major challenges include, less disciplined users compared to industry users, sharing of terminals, inadequate budgets and fast turnover of student population. There are almost thirty percent new enrollments every year. Existing monitoring and control methods are inadequate for two reasons: they are able to trace source IP addresses but fail to identify the precise user, performing suspicious or non-sanctioned activities. Secondly, they do not provide real-time actions, as user profile is not known. Given these security challenges and the complexity of protecting information assets across diverse servers, applications, and heterogeneous environment, a new approach is proposed.

	Identity issue is addressed by capturing detailed network user actions across most major applications and correlating it with directory context to track and enforce institutional policies. This is different from existing approaches, where a traffic oriented view of user activity is provided. The proposed approach provides a low cost and quickly deployable solution as no network changes are required. Proposed real-time tracking and alerting mechanism ensures early warning and also proactively stops transactions in progress without degrading performance. It also facilitates audit automation using rule engine, which is constantly updated by an Intelligent Rule Builder.
LeadIT Monday 3:00 pm Salon B Karen McRitchie, *Grinnell College*	*Exceeding Expectations: Managing Your Staff's Performance* As a manager, it is a challenge to monitor and evaluate staff performance. It should be an ongoing process and not a once-a-year form that is filled out for your HR department. Some managers are required to determine if their team members "meet expectations." What are the expectations? How do we best document performance? A manager needs to assess performance individually as each person on a team works differently and has different motivators. Let's talk about some ways to make this process easier, share ideas on what works and what doesn't work, as well as discuss how to handle performance problems. Rewards and motivation are also important and we will share ideas on how to give your team those things they need to keep going, especially in our current economic situations.
Monday Afternoon – Session 5	
Instructional Support Monday 4:00 pm Salon F Christopher Lucas, *The Pennsylvania State University* Heather Huntsinger *The Pennsylvania State University*	*After the Class: Informal Training Support Through the Penn State Technology Training Community* One of the biggest challenges Penn State's Information Technology Services training unit faces is providing ongoing training support to participants after they attend a training session. Experience shows that extended learning happens after the class through informal discussions and on-the-job application of the skills learned in class. In exploring better ways to facilitate these informal discussions, as well as to assist in meeting the ongoing training needs of users at all Penn State locations, we have developed an online collaborative learning community. This resource allows users to participate in online conversations; view tips and tricks, and locate other informational resources in order to learn more about the many technology topics that affect their job roles at the University. This paper will focus on the process used to design and develop this online learning community, the challenges faced, the lessons learned, the positive impact on training support,

	and the future goals for this project.
Training & Documentation Monday 4:00 pm Salon G Nathan Carpenter, *University of Illinois-Urbana-Champaign* Ryan Christopher Tucker, *University of Illinois-Urbana-Champaign*	*Read All About It! Help Desk Newsletter Enlightens and Entertains Organization!* A successful help desk is equipped with extensive knowledge of every policy, service, and application maintained by their campus IT organization. Without this knowledge, they would fail to provide top-notch service. But how much does a typical IT organization know about the help desk that is supporting their services? In the case of the Campus Information Technologies and Educational Services (CITES) Help Desk at the University of Illinois, the answer was unfortunately not much. The staggering quantity of interesting facts, figures, questions, answers, and anecdotes at our fingertips could fill dozens of volumes. So, we decided to record our experiences to paper (or PDF, as the case may be) in the form of a monthly newsletter. The Help Desk distributed the first issue of The Queue in September 2008. Each published issue includes articles that help CITES understand who we are, what we do, and how we do it. Our regular rotation of features includes a monthly report highlighting our statistical breakdown of customer contacts for the month, a conversation with a service manager known as the Service Spotlight, a biography of a Help Desk full-timer, and other timely or interesting pieces about Help Desk happenings. The Queue has improved our transparency and opened more than a few eyes around CITES. Our colleagues' understanding of how we do business is developing, and this is helping us provide even better service to our internal and external customers alike.
Management Monday 4:00 pm Salon A Debbie Fisher, *The Citadel*	*Using Teams to Build a Campus Communication Portal* To support our mission to develop principled, well-educated leaders, in spite of budget cuts and an unpredictable economic climate, The Citadel concentrated efforts to achieve success by optimizing our very best resources, our people. In conjunction with the contract to upgrade our Enterprise Information System (EIS), the college purchased portal software with a directive to establish a Unified Digital Campus (UDC). By using teams to build an organized interface with Single-Sign-On (SSO) to many systems, we successfully developed an easy-to-use digital working environment that facilitates interactivity, improves productivity, and eliminates obstacles that

	had formerly deterred us from utilizing resources to maximum potential. The successful launch or opening of our virtual gateway not only paves a pathway to improve campus communications and productivity as a result of organizing tools and resources; it also prompted college-wide collaboration. Having a common frame of reference to features creates unity and empowers cadets, students, faculty, and staff alike to participate proactively in campus life, thus building a greater sense of Citadel community. Connecting multiple independent systems and migrating data forced us to reexamine current business practices, initiate development of efficient workflow procedures, and create guidelines such as data standards that have an enormous positive impact on college operations overall. The purpose of this paper is to describe challenges we faced with this project, share what did or did not work for our teams, explain methodology we found useful, and discuss plans moving forward.
Customer Support Monday 4:00 pm Grand Suite III David Kell, *University of New Brunswick*	*Student Consultant Achievement Program for Training and Performance Management* The Integrated Technology Services Help Desk employs 15 to 20 part-time student consultants each academic term. Student consultants work part-time to provide walk-up and telephone tier one technical support at two service points. Most of the student consultant's hours are outside of regular business hours of the professional staff. This makes it difficult to get the students consultants trained and to monitor their performance. To address both of these challenges, ITS developed the Student Achievement System. The Student Achievement System addresses two major areas that are important for the student's to master in order to properly perform their jobs: Technology and Customer Support. Each section has a number of activities and goals that must be completed and evaluated. Students successfully completing all the goals are provided recognition for their outstanding performance in either or both of the Customer Service and Technology tracks. On-going feedback is provided (as required) for those students needing additional support. This system manages our training and performance management needs by: setting expectations of performance, providing training, providing feedback on performance, and providing recognition for a job well done. This system encourages students to take a level of ownership and responsibility for their own personal development to set goals and strive to be the best that they can be.

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Technical Monday 4:00 pm Salon E Michael Grobe, *Indiana University*	*RDF, Jena, SparQL and the Semantic Web* The Resource Description Format (RDF) is used to represent information modeled as a "graph": a set of individual objects, along with a set of connections among those objects. In that role, RDF is one of the pillars of the so-called Semantic Web. This paper describes how RDF-XML is used to serialize information represented using graphs, how RDF graphs can be read and written by using the Jena software package, and how distributed graphs can be queried using the SparQL query language. It includes examples showing how SparQL can be used to query data (such as the Gene Ontology) that is structured in hierarchies, and how SparQL queries can be submitted through SparQL endpoints. It does not, however, delve into inference or the Web Ontology Language (OWL), but should provide a foundation for understanding those topics.
LeadIT Monday 4:00 pm Salon B Jeff Conrod, *Macalester College*	*What Can the IT Depart. Do to Decrease Your School's Environmental Impact?* Across the country, higher education administrators, students, faculty and staff are expecting their school's Information Technology (IT) departments to function more sustainably. But what does that mean? What can we do, and what do we need to do, as IT professionals, to meet these expectations? How can we change our workload to make sustainability part of our jobs, not an additional burden? During this session we will work together to clarify what it means to "act sustainably" as Information Technology Officers. We will discuss what we are already doing to support sustainability and generate ideas of what our options are to do increase our support without making dramatic changes to our workload or department's budgets. Participants will leave with concrete actions that they can put into place immediately upon returning to their campuses, without any additional costs to their school. They will also learn about more complex actions that have worked well at other schools and can be implemented without dramatically changing the workloads of the IT staff. Together, we will become part of the solution to operate in a more environmentally, socially and economically sustainable way.
Tuesday Morning – Session 6	
Instructional Support Tuesday 8:30 am Salon F Owen McGrath,	*Analyzing Usage in a Large Coursecasting Service: Issues and Strategies* Coursecasting, the video and audio recording of lectures and events for live or on-demand playback, has become a significant IT service at many institutions of higher education. By making available on the internet collections of full-

University of California-Berkeley	length digitized recordings, college and university information technology groups find themselves supporting large and varied distributed audiences from local students to faraway elearners. Managing the up-to-date production and on-demand delivery of this kind of open content requires a technical infrastructure for capturing, publishing, and archiving that can adapt quickly to changing workload demands. Adapting quickly, moreover, requires special attention to understanding usage of the time-based content: the different kinds of users, where and how they access content, and shifting patterns of media access. Those who carry out usage analytics for open educational resource services involving internet-based video and audio face special challenges. This paper explores approaches to monitoring and analyzing audio and video content usage across two related but distinct dimensions server workload and user behavior in a large scale, open content coursecasting service.
Training & Documentation Tuesday 8:30 am Salon G Trevor Murphy, *Williams College*	*DiscussIT: Instructional Technologists: Developing a Professional Identity* At Williams College, self-selected faculty take full advantage of the Instructional Technology (ITech) training, resources, and services while other faculty remain under-informed and underserved. The mission of ITech is to provide leadership, encouragement, and support for faculty utilizing technology to achieve academic objectives; create and maintain environments for media development, presentation, and the exploration of new technologies; and to evaluate emerging instructional technologies and facilitate their implementation. Incidental statistics relating to resource use are collected and reported. However, there is no system of metrics directly tied to the ITech mission. This situation does not seem to be unique to Williams College. Discussions at a National Institute for Technology and Liberal Education sponsored conference on Instructional Technology in 2008 revealed that Instructional Technologists at many institutions were grappling with the same issue [1]. How do you set meaningful goals for measuring leadership, encouragement, and support of faculty without a system for measuring efforts in these areas? What would such a system look like? The author collected six years of data on his own interactions with faculty at Williams College as a way to measure his own progress toward meeting the duties and responsibilities of a Williams College Instructional Technology Specialist.

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Management Tuesday 8:30 am Salon A Beth Rugg, *Ithaca College* Lisa Efing, *Ithaca College*	*A Centralized Approach to A Large Student Workforce* Recognizing the importance of the student staff to the overall departmental mission, the Information Technology Services (ITS) department at Ithaca College has centralized key management functions into a dedicated full-time position, the Coordinator of Student Employment and Lab Services (Student Coordinator). By centralizing this function, improvements have been made in the recruitment, training, budgeting and scheduling of student employees. The Student Coordinator is the in-house student expert, acting as a resource for other full-time area coordinators (Helpdesk, Field Service, Classroom Technology etc). This paper will highlight the advantages to be gained from this centralized management model and discuss in detail the IT organization, the job duties of the Student Coordinator, the recruitment, training, incentive and recognition programs, the communication tools and the other logistics necessary to managing a large student workforce. By centralizing these job duties, the department can readily adapt to changing service needs and economic conditions. Communication, collaboration and coordination define the life of the Student Coordinator at Ithaca College!
Customer Support Tuesday 8:30 am Grand Suite III Scott Chamberlin, *University of New Brunswick*	*Winning all Around, Providing a Help Desk Service Point at the Learning Commons* Historically, the Integrated Technology Services (ITS) Help Desk at the University of New Brunswick, Fredericton campus, has been located in the Engineering and Computer Science building on campus. This was the group that initially required technology support, yet now requires our support services the least. About a year and a half ago University of New Brunswick s (UNB) largest library, focused primarily on the Arts and Business faculties, underwent a major renovation and reorganization when it created a Learning Commons and computer lab. The ITS Help Desk was one of several service providers for students invited to provide a service point in this collaborative learning space. The ITS Help Desk welcomed the opportunity to provide a more visible, accessible and convenient location to provide services to our student clients. The creation of a new service point offered challenges in remote supervision of student consultant staff, reallocation of resources (no new funding was provided) and interaction with Library staff. Opportunities to enhance our relationship with the library and improve our service to students were the rewards. The collaboration has been an outstanding success. Support of student owned laptops has quadrupled, library staff have been relieved of technical support questions for which they have no expertise, student consultants have an improved environment in which to work, library relations with ITS Help Desk staff is at an all time high and most importantly, our students are benefiting with better support allowing increased use of campus

	technology.
Technical Tuesday 8:30 am Salon E Laurie Fox, *The State University of New York, College at Geneseo*	*DiscussIT: Lab Management: Aging Computers and Emerging Operating Systems* While lab management changes quickly to tackle the challenges of emerging operating systems like Vista, Windows 7, and Dual Booting Macs, we are often asked to keep aging computers running when there is no money in the budget for replacements. In this DiscussIT session, we will share strategies for keeping up with new technology, maintaining old equipment, and providing the best computing environment for our students, all on a budget.
LeadIT Tuesday 8:30 am Salon B Gail Farally-Semerad, *Widener University*	*Women in Technology* What does it mean to be a woman in the IT field? What unique challenges and opportunities do we face? Have you ever found yourself being the only woman in a meeting? How can you successfully navigate and negotiate that experience? What do we need to do in order to succeed how do we or should we adapt to the environment? Come to this session with the expectation of sharing stories and strategies with your colleagues.
Tuesday Morning – Session 7	
Instructional Support Tuesday 9:30 am Salon F Serge Linckels, *Hasso-Plattner-Institute* Carole Dording, *University of Luxembourg* Yves Kreis, *University of Luxembourg* Robert A. P.Reuter, *University of Luxembourg* Claude Weber, *Ministry of Education* Christoph Meinel,	*Teaching with Information- and Communication Technologies - Results of a Large Scale Survey* On behalf of the Ministry of Education in Luxembourg (Europe), 821 teachers - from primary school to higher education - were questioned in an online survey at the beginning of 2009 about their use of information and communication technologies (ICT) in education. In this paper, we briefly present the context of the questionnaire and will then focus on its outcomes. The preliminary analysis of the results will mainly focus on the closed questions of the survey and try to answer several fundamental questions related to the availability, as well as to the current and the future usage of ICT in schools. Most of the teachers use ICT in some way in education, but printed documents remain the most popular source of information during class. The main argument listed to use ICT is the increase of students' motivation, while the major concern is the technical hardware dependency or unavailability. Also, an important number of teachers is concerned about the increased preparation time that is in most cases not rewarded. Finally, a vast majority of the teachers is willing to take part in an e-learning training program, probably because they feel unqualified or do not (yet) see the advantage of ICT for their classes.

University of Potsdam	
Training & Documentation Tuesday 9:30 am Salon G Geoffrey Sperl, *Wayne State University*	*Establishing and Delivering Training for the Zimbra Collaboration Suite* This paper will discuss approaches that can be taken when training students, staff, and faculty of a university migrating to the Zimbra Collaboration Suite (ZCS). It consists of a case study and reflection of how the training at Wayne State University (WSU) during its 2009 migration to ZCS, where the training succeeded, and what could have been handled differently.
Management Tuesday 9:30 am Salon A Naomi Fujimura, *Kyushu University* Hitoshi Inoue, *Kyushu University* Satoshi Hashikura *Kyushu University*	*Experience with the New ICT Educational Environment in Kyushu University* The Educational ICT (Information and Communication Technology) environment support group of Information Infrastructure Initiative has been managing and operating the educational ICT environment in Kyushu University. We had a PC system that consisted of 598 Windows PCs, printers, and servers. The number of terminals was not enough for 18,000 students. We introduced a new system of 712 iMacs and servers without printers this March 2009. The reasons are as follows: 1) to provide students and teachers with a better educational ICT environment, 2) to increase the number of terminals for students, 3) to decrease the undesirable cost for print service, and 4) to make it possible for users to reset their login password by themselves for their convenience. We were worried that students and teachers would be confused by the sudden change of operating system from Windows to Mac OS. Since our university has a Campus Agreement with Microsoft, we can provide the students and teachers with Windows and its applications on Mac OS X. This agreement made it possible to change the educational ICT environment from Windows to Mac base to easily improve the user interface. It would have been very difficult to introduce only the Mac base system without the Windows software. We also stopped the free printing service for students and teachers. Our university has, by policy, committed to reducing paper use. By doing this we could also promote the Web learning system in our environment. However, it was very difficult to abolish all printers. We investigated the number of pages which students used in a year, and estimated the cost to students to make this a pay service. As a result, we set-up several fee-charging printers in our campuses instead of free printing services. This attempt succeeded in suppressing the use of papers. The new system began operation in March 2009. We had a serious problem with file server performance. We also experienced problems with the difference

	of file usages between Windows and Mac OS. We report the details of our experiences with the installation, operation, and effects of the new system in this paper.
Customer Support Tuesday 9:30 am Grand Suite III Karen Sirman, *Louisiana State University*	*Building an IT Community at Louisiana State University: Collaboration and Partnership Strategies* In 2004/2005, Information Technology Services, LSU's central IT department had, at best, a tenuous relationship with the 150+ department IT professional staff on campus. Meager attempts had been made to notify campus IT staff of outages and policy changes, but no major headway had been made in devoting focused energy on building rapport and a focused customer relationship with these staff. Since 2005, through a consistent and persistent effort of the User Services department, we focused on a variety of services to reach our department IT professionals and thus, to change the culture of communications. As John Folse, Louisiana's famous chef would say, "It is important to realize that cultures and cuisines must constantly evolve. This evolution process is brought about when new ingredients and ideas are introduced into a region. Here in South Louisiana, the evolution process may be witnessed at every turn." (Folse, 2009) Some would liken our collaboration and partnership strategies to John Folse's famous Cajun gumbo, a muddy soup consisting of several tasty ingredients. Herein is our recipe to benefit the IT professional culture at LSU: 1. LISTSERVs and discussion forums 2. Events such as semester IT Forums, Tech Talks, Munch and Shares, NETCONs 3. Creation of advisory groups and campus subcommittees 4. Department Consultations 5. A secure, online portal for our IT professionals to share strategies, get current communications, get FAQs and tips, share policies, best practices, training resources, and profiles of campus IT professional staff. 6. Social networking sites 7. Better communications with the Help Desk and a new problem tracking system 8. Newly designed web site with Service alerts and outages and RSS feeds 9. Other vehicles for improving customer relations (Open House, Summer Training series, Orientation video) The Information Technology Services User Services department has a more focused strategy now in which collaboration with the university's departmental IT staff, called LSU Technology Support Professionals, is key!

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Technical Tuesday 9:30 am Salon E Carol Sin, *University of Calgary*	*Image Baby Image, Reloaded! Automating Vista Deployment* The task of imaging lab computers can be a complicated and manual process. Education Technology Solutions (ETS) at University of Calgary Information Technologies has endeavored to streamline this process by developing an in-house system. This system addresses the issues of collecting inventory information, loading an image on to a PC, and configuring the PC after imaging. As a follow up to Image Baby Image! Making PC Cloning More Efficient, we endeavor to package a Windows Vista image that can be setup unattended post-imaging. Upon image deployment completion, the automated configuration process begins at the first reboot. A custom script which we term Declone names the PC from our inventory information and joins the domain. Other scripts configure the task scheduler and other tasks. The post-imaging process is mostly standalone, only requiring network access to join the domain. This system has greatly improved the efficiency of our imaging process and has stood the test of time. We have had success in the past with XP Professional, and it remains to be seen how well it will perform with Vista.
LeadIT Tuesday 9:30 am Salon B Bob Haring-Smith, *West Virginia University*	*The One-Minute Project Manager* You are not a project manager, you have never received project manager training, and yet you find yourself leading a project or planning for a major change or implementing a new initiative. In this session we will focus on the key skills necessary to be a project manager. We will also explore different project management models that exist within your organization and help you develop strategies to "do it all."
Tuesday Morning – Session 8	
Instructional Support Tuesday 10:30 am Salon F Mark Heckel, *The Pennsylvania State University*	*Classrooms in the Cloud: Adobe Connect Pro in the Penn State Learning Community* As part of Penn State's overall mission statement, we believe that "As Pennsylvania's land-grant university, we also hold a unique responsibility to provide access, outreach, and public service to support the citizens of the Commonwealth and beyond." Encompassing 25 campuses, four special mission campuses and our web-based World Campus, we serve more than 92,000 students from across the Commonwealth, the nation, and the world.

	To more effectively and efficiently deliver content and instruction, Teaching and Learning with Technology began researching and piloting various web-based delivery methods to complement our established video-conferencing infrastructure. After research and consideration, TLT chose to implement Adobe's Connect Pro desktop video conferencing. Through research and development, TLT has developed several strategies for using both the synchronous and asynchronous aspects of Adobe Connect Pro to assist faculty in providing students with resources to enrich their educational experience, and to provide instruction to our diverse, non-traditional, and potentially underserved or otherwise inaccessible constituencies. Our training workshops and seminars in the essentials of using the tool and scenarios for classroom use help faculty to improve the way in which instruction is delivered, and students in how their learning takes place using Adobe Connect Pro. In this paper, we will examine our approach to deploying and providing training on Connect Pro; look at its essential elements and how they are being used in the classroom; review some examples of how it has been successfully used; and look ahead to what potential it may hold for further development and deployment in enhancing the teaching/learning process.
Training & Documentation Tuesday 10:30 am Salon G Nicholas Caporusso, *IMT – Institute for Advanced Studies*	*Personality-Aware Interfaces for Learning Applications* Although several personalization features are included in the design of e-learning applications, both the personality and the cognitive requirements of the users are among the last characteristics that are considered. As a result, almost all software usually present contents in exactly the same fashion to all users, without taking into account their different attitudes. Conversely, cognitive theories declare that the learning process can be improved by tailoring the way in which information is conveyed. Unfortunately, many parameters have to be considered to obtain reliable results, and processing personality is computationally expensive. In this study, we introduce a light-weight framework for eliciting personality traits and translating them into user interface characteristics which adapt on-line to the diverse learning styles. Our system recognizes the heterogeneity of cognitive requirements, and simultaneously segments user populations accordingly. Also, a personality-aware interface automatically reconfigures its information presentation layer in real-time, accommodating the character traits acquired from the users, to improve the learning performance. We evaluated the bi-directional relationship between personality and interface in the context of web-based e-learning

	software for customer management services. Our experimental study focused on the mutual influence between the organization of the information presentation layer and the cognitive attitude of the users. Results show that, by choosing the appropriate parameters and by tuning the interface accordingly, the learning curve can be reshaped so that the time required to learn both the application features and the content can be shortened by approximately 30%.
Management Tuesday 10:30 am Salon A Lisa Caughan, *Illinois Wesleyan University*	*Student Staff: A Village Philosophy* In institutions of higher education, we seek to engage students in the act and art of life-long learning. We also seek to capture this talent-rich and moldable population to provide support in areas of need. By using a village philosophy, we not only develop a responsible and effective group of student resources, we also teach them to develop others (a lifelong art), simultaneously developing a highly functional and effective support group. As a manager of students, do you find yourself using the same old phrases: do this, follow directions, don t do that, come in for this shift, etc.? What if the students became vested in the success of their job and their institution? What if they took ownership of the processes they performed? What if they cared about improving and fine-tuning the function of their team so it performed in an outstanding manner? By utilizing a village philosophy, you go beyond teaching job skills to developing lifelong learning skills, community values and the ability to work as part of a team. At Illinois Wesleyan, our Help Desk and Service & Repair areas have done just that. Students create their own schedules, advertise positions, interview candidates, make hiring recommendations, and internally correct behaviors. They research, analyze, create and implement methods for improvement based on trends. They contribute to and have ownership of the successes and failures of their particular areas. Does it really work? What do students say?
Customer Support Tuesday 10:30 am Grand Suite III Cynthia Dooling, *Pima Community College* Shahra Meshkaty, *University of San Diego*	*Collaborating Outsourcing of the IT Help Desk* Help desk staff overly stressed trying to keep up with phone calls and email? Find out how Pima Community College (PCC) and the University of San Diego (USD) eased the burden for the help desk staff by collaborating with an outside partner. During our presentation, attendees should focus on the following: Communication between PerceptIS and Pima; PerceptIS and USD

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	Lesson 1 • Transfer of knowledge • Training • Institutional knowledge Lesson 2 • Implementation stage throughout the course of a semester Lesson 3 • Develop a detailed communication plan Lesson 4 • Have timeline of other functions coming on board • Develop realistic metrics to determine quality of service
Technical Tuesday 10:30 am Salon E Cheryl Stahler, *Bloomsburg University* Kyle Vonblohn *Bloomsburg University*	*Virtualization of Windows Desktop Applications* Bloomsburg University of Pennsylvania has always held the philosophy of putting all software on the local desktop. We are now attempting a great leap into the virtualization of specialized software on the user's desktop. This paper will highlight the need, the alternatives, the decision process, roll out process and the success and setbacks we have faced by implementing this type of service.
LeadIT Tuesday 10:30 am Salon B Leila Lyons, *Past Chair, SIGUCCS*	*How To Talk to Your CIO – Elevator Talk* We're all busy, have multiple tasks to accomplish in any given day. How do you bring an important issue, idea or proposal to your Director or CIO? How can you capture his/her attention? Consider using the elevator talk. The elevator talk is the 15- to 30-second talk you would give to a senior executive while both of you are in an elevator. It's your chance to impress that person, so make the most of it. An "Elevator Talk": • Is 30 seconds or less. • Is highly focused. • Is designed to snag someone's interest so they will ask for more information. • Is carefully crafted to send the message you want to send. • Is specifically targeted to the recipient and his/her most important priorities. • Is full of enthusiasm.

	• Begins with a very grabbing first line. • Ends in an invitation of some sort. Come to this session to discuss how to "speak up."
Tuesday Afternoon – Poster Session	
Tuesday 1:00 pm Arch View Ballroom Beth McCullough, *Stanford University*	*The Evolution of a Flexible Classroom* Stanford University's Meyer Library Flexible Class-Lab opened in January of 1996. The multicolored beanbags, mobile furniture, rear-projection display system, and wireless laptops marked the space as a technologically advanced learning environment ideal for small-group collaborative activities. Thirteen years later, the Meyer Flex Class has received its first major revision. This revision incorporates advances in display and collaborative technologies. The primary goal of the new Flex Class is to support collaborative pedagogies that integrate the use of large- and small-group shared displays and collaborative software while striving to retain the ease of use and scalable support model of its predecessor.
Tuesday 1:00 pm Arch View Ballroom Jon Dixon *University of Illinois-Urbana* Ryan Christopher Tucker, *University of Illinois Urbana*	*We Use Technology, but Do We Use Technology? Using Existing Technologies to Communicate, Collaborate, and Provide Support* We are all familiar with the cliché of the shrinking budget, and the expectation to do more with less. The reality is that our customers demand excellent service, and they do not care about the cost of support. The Campus Information Technologies and Educational Services (CITES) Help Desk at the University of Illinois has implemented several strategies to provide a high quality of support to our customers, and to collaborate with our colleagues. In this paper, we will explore communication vectors, including chat based support, Twitter, Facebook, remote access, conference bridges, and web conferencing. When determining which channels to use several factors must be taken into account. Know your customer base and identify the existing technologies they use. Do not duplicate the services; instead, leverage them. Look for ways to save time. Does the situation call for everyone to be physically present? While no approach is perfect, creative thinking provides ways to remain connected with our clients and peers.
Tuesday 1:00 pm Arch View Ballroom Ryan Sharpe, *University of Illinois*	*Collaboration with IT & Cops for Emergency Communications* Due to high profile campus shootings and increasing incidents on college campuses, we have seen increasing emphasis on quick and accurate communication with students, staff and faculty. The University of Illinois

	first attempt at implementing an emergency notification system taught us some important lessons. Using these lessons, we took a different approach in creating our current system, Illini-Alert. With Illini-Alert, we focused on ease of use for end users. Signup is voluntary and allows users to invite 2 additional contacts in a way similar to a Gmail invitation. The entire interface was designed with accessibility in mind and it exceeded all accessibility guidelines. We fostered deep collaboration between the Division of Public of Safety, the CITES Help Desk, our central IT division and our documentation group. Each of the groups brought significant expertise. The end result allowed for almost 18,000 text messages to be delivered to cell phones within 6 ½ minutes and for one hundred and 70,000 email messages sent in 3 ½ minutes and delivered to mailboxes in 12 minutes. All of this was accomplished more economically than our original system.
Tuesday 1:00 pm Arch View Ballroom Janice G El-Bayoumi, *University of New Brunswick* Lorraine M Nolan, *University of New Brunswick*	*Proudly ITS: Documenting the History of ITS @ UNB* It's definitely happening - the old guard is moving on, being replaced by fresh, young faces that have no idea of the journey the department has taken and contribution it has made to the University of New Brunswick (UNB) over the past 50 years. Over the past few years a number of long time employees of Integrated Technology Services (ITS) have retired. With them they take the knowledge of the past, how we got to where we are today and how we have assisted UNB move forward with its mission of education and research. With this in mind, ITS hired a student to complete a timeline of the Integrated Technology Services (ITS) department at UNB. The project included many interviews, research through old documentation, identifying the historical information that we had posted around the department and lots of good memories. We also explored other possible applications of the collected information with UNB s Department of History. We intend to make the information available to the UNB Department of Communications and Marketing for possible use in recruitment and marketing of UNB. The deliverables included web posting of comprehensive and thematic timelines beginning with the creation of The Computing Centre in 1964 through to the present, presentations on the project to our internal staff, a display for our bulletin boards and documentation of the information we have posted from our 25th anniversary. The leadership has decided that this information should be kept up-to-date and a strategy is being developed to determine what information should be included and how to incorporate this work in to the annual workflow.

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Tuesday 1:00 pm Arch View Ballroom Hideo Masuda *Kyoto Institute of Technology* Kazuyoshi Murata, *Kyoto Institute of Technology* Yu Shibuya, *Kyoto Institute of Technology*	*Low TCO and High-Speed Network Infrastructure with Virtual Technology* In our university, we have updated our network infrastructure from ATM (Asynchronous Transfer Mode) network system to 10-Giga Ethernet system in March, 2009. The new system has 2 major features. One is ring topology with 10GBASE-X Ethernet. This feature enables lower initial cost than star topology because an ordinary star topology requires very expensive core switch system which can contain many 10GBASE-X GBICs (this device is also very expensive). The second is Virtual Chassis technology of Juniper Networks. This feature allows up to 10 switches to be interconnected and managed as a single, logical device. Thus it enables lower management cost than a system with many individual switches. In this paper, we show merits and demerits of our system against ordinary star topology.
Tuesday 1:00 pm Arch View Ballroom Andrew H Lyons, *Hobart and William Smith Colleges*	*Developing a Service Catalog for Higher Education Information Technology Services* Customers of Information Technology Services at Hobart and William Smith Colleges need to quickly and easily access information and ask for help when needed. With this principle in mind, we redesigned the IT Services Web site and list of services to integrate and simplify the categorization and description of the three main types of information we provide to customers: • What services we provide • How to request the services or get instructions • Where to get help For this project, we had a small team head the planning and coordination for the rest of the department's collaboration in creating, updating, and reviewing materials. We started by consulting a core group of customers for opinions on what worked well (e.g. types of content available) and what did not work well (e.g. organization, masses of text, and jargon) in the previous rendition of our site and service list, then developed our goals from the findings: • Make it simple • Make it searchable • Make it actionable • Make it in regular language With these goals in mind, we collected, evaluated, and recreated the existing list of services into a standardized catalog of services, each with links to instructions and request forms or contact information for guidance or

	assistance. The result of our efforts is a customer-oriented, clean, and searchable catalog of services that appropriately sets expectations. This all prepares us to successfully accomplish the department's mission of providing the Colleges with timely, high-quality, and cost-effective information technology services and solutions that support all aspects of the mission of the institution.
Tuesday Afternoon – Session 9	
Instructional Support Tuesday 2:30 pm Salon F Takashi Yamanoue, *Kagoshima University*	*A Casual Teaching Tool for Large Size Computer Laboratories and Small Size Seminar Classes* This paper will discuss the use of SOLAR-CATS, a teaching tool for large size computer laboratories and small size seminar classes. SOLAR-CATS uses a peer-to-peer (P2P) technology and does not need a server. SOLAR-CATS includes functions such as the remote operation of an application program on every PC in the class from one PC in the class, the sending of an image on one display in the class to all other class members' display, the interactive operation of an application with all class members, and the recording and replaying of operations on SOLAR-CATS. We have been using SOLAR-CATS for elementary computer literacy classes for several years. Each class contains about 50 students. Each student in the class could see small size letters and pictures on the display in front of him/her. We did not require support from the laboratory's manager to install the SOLARCATS program and to maintain the program. The program was distributed by us using USB keys. We also have used SOLARCATS for a smaller (three-eight students) seminar class. Students and the teacher could enjoyably deal with a subject by interacting with the class members.
Training & Documentation Tuesday 2:30 pm Salon G Michael Cooper, *West Virginia University*	*Information Security Training – What Will you Communicate?* When West Virginia University decided to initiate Information Security training, the big question was what topics should be included? The selection of content was quickly recognized as an important step and proved to be vital to the program's success. The content had to address the key risks in an easily understandable format. The goal was to build awareness of information security issues, threats, and vulnerabilities while communicating roles and responsibilities for protecting information resources and establishing best practices by instilling security-conscious behavior. Since this was an initial effort, the content needed to reach the lowest common denominator of the audience while not compromising any industry standards. The available staff and resources played a big part in our initial decision. Selecting the right content from a myriad of public resources or using a commercially available

	product may drive your implementation time. However, do commercially available products meet your need? In the interest of flexibility, customization, and phased implementation, West Virginia University chose to develop our own content. That decision has proven to be successful. With that in mind, let s explore how you can develop your own training content for a successful information security training program that becomes a key component for driving the cultural changes required to integrate security standards and practices into daily habits and sustain long-term organizational benefits.
Management Tuesday 2:30 pm Salon A Ken Layng, *The Pennsylvania State University*	*Non-Technical Keys, PII Risk Mitigation Projects* To avoid prohibitively expensive remediation costs associated with the exposure of personally identifiable information (PII), scans of systems can be run proactively to help find and remove sensitive data. System disks can also be encrypted to obfuscate the data on the drive from all but those to whom access is explicitly granted. At a first glance, undertaking an initiative to implement scanning and encryption might seem rather straight forward. Technically, there isn't much to it; install some clients and run some processes. However, the more problematic obstacles generally deal with non-technical issues such as conflicting values, established traditions, and inaccurate perceptions, all of which contribute to a significant measure of project complexity. This paper examines non-technical variables likely to be encountered while mitigating the risks associated with sensitive data in decentralized organizations. Drawing from experience in a technology organization within Penn State, the presenter will share what he has learned about how team dynamics, differing priorities of team members through the project lifecycle, dependencies on external units, management of perceptions, and a proper balance between usability and security, all play a vital role in the outcome of the initiative. This topic will also address the value of buy-in from key stakeholders, maintaining project momentum with action items and accountability, and staying efficient during unexpected delays.
Customer Support Tuesday 2:30 pm Grand Suite III Yvonne Clark, *Juniata College* Peggy Shuffstall, *The Pennsylvania State University*	*If We Build It, Will You Come?* When the "Adobe Connect Team" at Penn State's Education Technology Services started the first pilot of the Web-based desktop video conferencing system in January 2006, we set up a Web site for posting announcements and documentation. By July 2006, it became clear that a typical, static Web site wasn't going to provide adequate support for a product as complex as Adobe Connect. What we needed to create instead was a central repository of shared knowledge that could be easily accessed and contributed to by all of the various technical support and training units across the Penn State community as well as

	by individual community members. Using a Web 2.0 Content Management System, we designed a new Web site containing areas for documentation, training materials, Q&A, and much more. Each area also allows for contributions, both comments and materials, from everyone in the community. This new online community has become a model for collaboration and distributed support. The new model scales so well that it serves not just Penn State, but has become an international resource where Adobe Connect users can provide support for each other (meeting.psu.edu).
Technical Tuesday 2:30 pm Salon E Kristen Dietiker, *University of Washington*	*Deploying PGP Whole Disk Encryption in Mac OS X* The University Of Washington Department of Surgery IT Services Group supports faculty, researchers, and staff within a clinical hospital environment and at multiple sites. Because of the need to secure protected health information (PHI) due to regulations such as the Health Insurance Portability and Accountability Act (HIPAA), the department had previously implemented a PGP Universal and PGP Desktop solution for the whole disk encryption of faculty and staff laptops. At the time this solution was selected and implemented, PGP did not have a whole disk encryption product for Macintosh systems. However, in August 2008, PGP released their WDE product for Macintosh. The Department of Surgery IT Services Group (ITSG) began evaluating the Macintosh version of PGP Desktop and whole disk encryption in Winter 2009. Several issues were identified during testing that were related to limitations in the Macintosh version of the software compared to the Windows version. However, once PGP Technical Support clarified these limitations and provided a solution that enabled multiple users on a laptop to enroll with the PGP Universal Server, testing was completed. An installation procedure was developed and refined. Finally, issues were identified that required ITSG to change technical support procedures on PGP encrypted Macintoshes.
LeadIT Tuesday 2:30 pm Salon B Gail Farally-Semerad, *Widener University* Kelly Wainwright, *Lewis and Clark College* Karen McRitchie,	*I Don't Understand What You're Saying* Communication skills are essential for the success of individuals in the workplace and to the accomplishment of organizational goals. Working with people requires effective communication skills. Managing a staff requires understanding interpersonal communication styles--both yours and theirs'. We have all heard the theory but how does it really play out in the workplace. We will explore barriers/hindrances to communication, components of communication, non-verbal language, and the impacts of communication climates.

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Grinnell College	
Tuesday Afternoon – Session 10	
Instructional Support Tuesday 3:30 pm Salon F Kathy Fletcher, *West Virginia University*	*Adobe Presenter, Microsoft PowerPoint, and Blackboard Vista: Tools that Work Together for Creating and Presenting Online Instructional Content* Adobe Presenter is a tool that works with Microsoft PowerPoint to create online content presentations and SCORM modules, originally developed for use with Adobe Connect web conferencing software. It allows you to publish a PowerPoint presentation with narration, embedded Flash files, and interactive quiz questions as a Flash movie or as a PDF file that can be viewed with Adobe Reader version 9. At West Virginia University, we have already established Wimba Classroom as our web conference solution but we're always looking for additional ways for faculty members to optimally present recorded lectures for their online courses. Native PowerPoint files with recorded narration can be quite large. Blackboard Vista, our course management system, requires a lot of disk space for its database so we also look for ways to reduce disk space needs for individual courses. By using a tool such as Adobe Presenter, faculty members could alternatively choose to upload the resulting Flash movie or PDF file to their own web space instead of into our course management system. This paper will describe our experiences at West Virginia University as we learn to master a new tool to create online media-rich lectures and interactive SCORM quizzes from PowerPoint presentations and incorporate them into Blackboard Vista course sections.
Training & Documentation Tuesday 3:30 pm Salon G Shereese Thomas, *Wayne State University*	*Making Help Desk Training Interactive and Interesting for Student Technicians* Initially charged with creating a technical platform for the Dashboard, I began to solicit input from my peers in an effort to keep from reinventing the wheel. While providing the student staff with continuous support on frequently asked questions, the Dashboard will also serve as a support tool for training on institutional knowledge and subjects on computing services external to the Help Desk. The best proposed solution for this will be to create a Blackboard course which is not term specific. With the current economic climate, this solution needed to be developed using a tool with low maintenance and support for the initial implementation. Training needs will be addressed by adding topics on maintenance and support for WSU computing systems. This format allows training that would be dynamic and continuous on the Blackboard platform. Help Desk full-time personnel who provide direction are given a charge to add

	to the skill set of veteran student staff, as well as conducting initial training for new hires. With the Blackboard solution, we are able to do more with less. With content added by students on the Dashboard, there is a self-serve element added to the training for our student staff. Students will be allowed to interact by posting to discussion forums and adding discussion threads on support issues.
Management Tuesday 3:30 pm Salon A Takahiro Tagawa, *Kyushu University* Naomi Fujimura *Kyushu University* Satoshi Hasikura *Kyushu University* Hitoshi Inoue, *Kyushu University*	*Introduction and Management of Inter Campus Learning Assistant System for Distributed Campus* Kyushu University consists of several major campuses. Most students are required to go to a couple of campuses to take classes for the first one-and-a-half or two years. Teachers are also expected to go to another campus to teach students from their home campus. The time wasted traveling one-and- a-half hours between campuses is significant for teachers. Using a video-conference system (such as Polycom) seemed to be a good solution; however, the set up procedure before the lecture is time-consuming and troublesome. It is difficult for most teachers to set up such systems. Furthermore, operating the remote control while teaching a class is difficult. Teachers want an easier and more intuitive interface to give a smooth lecture. In response to these requirements, we introduced the Inter Campus Learning Assistant System (iClass) into each distributed campus. The system uses an ordinary video-conference system that is customized for our purpose. The startup processes are automated and operation is performed intuitively with a touch panel. Teachers can operate cameras and other peripherals easily and with little training. We expect to promote the lectures among campuses, making the delivery of lectures between Japan and foreign countries such as our branch office in California easier with iClass . In this paper, we describe the detail, results, and effectiveness of our iClass. Furthermore, we will discuss further applications of such devices.
Customer Support Tuesday 3:30 pm Grand Suite III Sarah Carman, *York University*	*Supergeek: Changing the Way We Interact with Students* This paper will look at how the Client Services area within York University's Computing and Network Services is trying to change the way we interact with clients without losing the quality of the contact. We are trying to reduce the number or easily answered questions with easy to find answers. As of May 2008, we have started to use a new interactive website to reach our clients and cut down on overall person hours spent answering routine questions. Before May 2008 we were interacting with our client base via phone and email. Now we have implemented something we like to call SuperGeek. It is a database of frequently asked questions and answers that can be easily queried through our website.

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	In this paper I will describe the process we followed in setting up the SuperGeek database, and our evaluation of how well SuperGeek is meeting our goals. Specifically, did SuperGeek decrease the number of phone and email interactions we had with clients? Did the number of person hours spent on setup offset the cost savings and effectiveness of the system? Is it really working to meet our clients' needs? I'll also take a look at SuperGeek from a student's point of view, and review what we liked, did not like, and the struggle to keep to our scope of computer related questions pertaining to our students and our institution.
Technical Tuesday 3:30 pm Salon E Gale Fritsche, *Lehigh University*	*Desktop Data Management and Security* Effectively managing end user data on desktops and laptops in Higher Education is probably the most difficult task faced by IT managers. It is relatively easy for centralized computing services to lock down and backup servers and regulate access to data for administrative computing but how do you effectively regulate and secure sensitive data that is created, downloaded and used on a desktop or laptop? How do we ensure that user data is backed up on a regular basis and easily accessible? How do you establish and enforce policies and guidelines for backing up and securing data on desktops? This paper will explore and discuss the issues and problems faced by Colleges and Universities in relation to managing and securing data on user desktops and laptops as well as explore the most effective way to create and enforce desktop computing guidelines and policies.
LeadIT Tuesday 3:30 pm Salon B Leila Shahbender, *Princeton University* John Bucher, *Oberlin College* Robert Paterson, *Molloy College* Teresa Lockard, *University of Virginia*	*Higher Ed IT Career Paths* Hear from those of us who have been around... Where did we come from and how did we get here? What career mistakes did we make? What right steps did we take? What are your options? What is your career trajectory? What do we suggest? This panel of seasoned Higher Education IT professionals will discuss these issues, sharing real life career experiences. Part of what we¹ll talk about are the differences between technology departments at a variety of institutions; private-public, large-small, college-university, to help one get a feel about where they might be most comfortable. We¹ll discuss the good times and the bad, both personal and institutional, including the effects of the current economic woes on the kinds of institution we come from. This session will focus on generating audience participation and questions. Hopefully it will help you think about your personal path and direction. We¹ll be happy to offer

	advice, but remember, everyone is on their own journey and we can only share ours, not map yours.
Wednesday Morning – Session 11	
Instructional Support Wednesday 8:30 am Salon F Kelly Wainwright, *Lewis & Clark College*	*The Care and Feeding of a Moodle Campus* The old adage of "If you build it, he will come" is not necessarily true when it comes to a Learning Management System. These systems require a little more care and support to encourage faculty to adopt and utilize them as a tool for their classrooms. In order to avoid the pitfalls of neglect and indifference that was exhibited towards our previous learning management system, the Client Services department at Lewis & Clark College had to embark on a mission of evangelism to excite the faculty about using Moodle. This paper will discuss the choice to move to Moodle, and the process to move faculty and students towards accepting Moodle as a part of not only the campus learning environment, but the campus community as a whole. The author will also explore data from a student and faculty survey as to where Moodle currently stands on campus.
Training & Documentation Wednesday 8:30 am Salon G Shawn Plummer, *The State University of New York - College at Geneseo* Laurie Fox, *The State University of New York - College at Geneseo*	*A Wiki: One Tool for Communication, Collaboration, and Collection of Documentation* Wikis are a popular tool on college campuses for documentation and collaboration. Despite the wide spread use of wikis, many users still do not understand what a wiki is, how it is used, or how to apply it to their needs. The myriad uses for wikis and figuring out how to use them can be overwhelming. At SUNY Geneseo, we use two different wikis to address two different technical requirements. One wiki is for internal documentation used by Computing & Information Technology (CIT). The other wiki is a college-wide wiki system where any department or individual can have a wiki for whatever subject they wish. The college ¬wide wiki system was installed two years ago and has many uses such as documentation, collaborative writing, committee work, communication, and education. We have addressed many problems along the way including administration, policies, technical issues, education, adoption, and advocacy. Much of what we have overcome can help other IT departments looking to install a wiki or to get their existing wiki to be more widely accepted and adopted. We will also show some of the unique and interesting ways our wiki is being used.
Management	*Getting iTunes U at Ithaca College Up and Running*

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Wednesday 8:30 am Salon A Beth Rugg, *Ithaca College*	iTunes U is a free service from Apple that allows for the easy organization and distribution of content through iTunes. In the spring of 2008, Ithaca College signed a contract with Apple and began the process of deploying iTunes U on campus. This paper describes Ithaca College's iTunes U project including information on the institutional need, the contract, the technical set-up, the implementation and the communication plan. Other important project components included getting community buy-in, identifying key content providers and stake-holders, establishing a pilot group and an internal site, developing the user support infrastructure and finally going live with public content and bringing the project out of its pilot phase. Communication and collaboration with the campus community were critical attributes of this project that led to a successfully implementation of this service. This paper lays-out our project plan and describes the successes and the challenges we faced in bringing iTunes U to the campus community.
Customer Support Wednesday 8:30 am Grand Suite III Deb Jeffers, *University of Delaware* Gretchen Maxam, *Hamilton College*	*DiscussIT: Explore the Endless Education and Collaboration Possibilities Available in Second Life* Have you tried Second Life only to find you couldn't discover the educational value? Have you (or your avatar) gotten stuck or hit a brick wall? This session will expose many valuable resources for communication and collaboration available to educators and education support staff in Second Life. More importantly, you'll learn how to continue finding them and how to stay informed! This session will help you make the most of your time in-world. We will share great places for learning in a variety of disciplines and easy pointers to get you started on the right foot. I will also introduce educational groups and communities that use Second Life to discuss current issues facing institutions among a diverse audience from around the world. Experienced Second Life users are encouraged to join the discussion and share their favorite sims, groups and tools.
Technical Wednesday 8:30 am Salon E John Roberts, *The Pennsylvania State University - Schuylkill Campus*	*DiscussIT: OS Expansion – If Lewis and Clark Can Do It So Can We But Should We?* What factors do you look at to decide whether to go with the latest and sometimes greatest, or stay with what works? Should I blaze a trail or circle the wagons and pitch a tent? Let's take a look at success and failures with Vista upgrades and the steadiness of staying with XP. What made you decide to Blaze or camp? Windows 7 presents a whole new venture is it Vista with band-aids or is it a new Operating System? What are the benefits and negatives? If it

	is so good why did Microsoft extend XP support until 2014? So who's moving on and who is staying put? Let's discuss the options, lessons and head off on a great adventure!
Wednesday Morning – Session 12	
Instructional Support Wednesday 9:30 am Salon F Trevor Murphy, *Williams College*	*Instructional Technology Outreach and Metrics: Building a Bridge* At Williams College, self-selected faculty take full advantage of the Instructional Technology (ITech) training, resources, and services while other faculty remain under-informed and underserved. The mission of ITech is to provide leadership, encouragement, and support for faculty utilizing technology to achieve academic objectives; create and maintain environments for media development, presentation, and the exploration of new technologies; and to evaluate emerging instructional technologies and facilitate their implementation. Incidental statistics relating to resource use are collected and reported. However, there is no system of metrics directly tied to the ITech mission. This situation does not seem to be unique to Williams College. Discussions at a National Institute for Technology and Liberal Education sponsored conference on Instructional Technology in 2008 revealed that Instructional Technologists at many institutions were grappling with the same issue [1]. How do you set meaningful goals for measuring leadership, encouragement, and support of faculty without a system for measuring efforts in these areas? What would such a system look like? The author collected six years of data on his own interactions with faculty at Williams College as a way to measure his own progress toward meeting the duties and responsibilities of a Williams College Instructional Technology Specialist. This paper explores the process of developing a system of metrics tied to faculty outreach and the resulting challenges and rewards that come from implementing such a system.
Training & Documentation Wednesday 9:30 am Salon G Tim Foley, *Lehigh University*	*DiscussIT: Fostering Best Practices in Teaching and Learning* Find out how universities are coping with today's rapidly expanding tools to enhance teaching and learning. Explore current support models that facilitate exploration, implementation, and assessment of these tools. This session will briefly discuss the Lehigh Lab support model and allow participants to share and discuss models that are being used at their institutions. The Lehigh Lab concept which won the EDUCAUSE award for Systemic Progress in Teaching and Learning provides a locus for faculty, staff, and students to advance the adoption of innovative technologies and techniques. The Lab concept is founded upon the idea that the University as a whole is a laboratory in which

	faculty, staff and students work and experiment together, across departments and disciplines, to advance learning. Lehigh Lab's primary objective is to facilitate teaching and learning best practices in a learner-centered environment which enables faculty to achieve their core teaching goals, and provides students with the capability to tap into the world-wide resources of social, economic, scientific, and political knowledge.
Management Wednesday 9:30 am Salon A Karen McRitchie, *Grinnell College*	*Technology Consultants—A Successful Generation of Student Staff* Ten years have passed since a SIGUCCS conference presentation provided a spark that ignited a program for student staffing at Grinnell College: Technology Consultants (TCs). Student staffing issues are a constant topic for discussion since they have become an important part of many Information Technology (IT) departments, and after ten years, the Grinnell College program has evolved into a successful staffing model. First, hire the right people! There is a comprehensive and selective hiring process where applications are scored, students interviewed and trainees selected. Then, teach the right stuff! The 8 week training program is composed of three parts: mentored lab shifts, workshops and a project. When trainees successfully complete each of these components, they are invited to take a practical test of their skills. Last, make them want to stay! The work experience not only should provide job skills, but also needs to be enjoyable so that the generation Y students want to work. Try to provide opportunities for those interested, to learn and do more, like advanced certification. Professional development opportunities are encouraged through experiential workshops and summer training sessions. There are leadership opportunities for those who qualify. The TCs even have the opportunity to do IT volunteer work in the local schools and put on their propeller beanies to help new students connect to the network at the beginning of fall semester. There are many challenges when students help staff IT services. It is not only a management challenge, but also a great benefit when the right structure is in place.
Customer Support Wednesday 9:30 am Grand Suite III Nathan Carpenter, *The University of Illinois-*	*You Want Us to Support WHAT?!? Negotiation, Delivery and Cultivation: The Gateway to Excellent Service Deployment* In 2009, the Campus Information Technologies and Educational Services (CITES) Help Desk at the University of Illinois at Urbana-Champaign began taking a more active role in supporting many of the services provided by

Urbana-Champaign Ryan Tucker, *The University of Illinois-Urbana-Champaign*	CITES. The introduction of new services is inevitable. Providing excellent support requires collaboration from the early planning stages through implementation and beyond. The Help Desk experienced varied results during the integration of new services. Join us as we explore the importance of communication and collaboration between service managers and the Help Desk. We will discuss our successes and failures, past and present. Our approach contains requirements that must be satisfied before the Help Desk takes on support responsibilities. We are the face of the organization. We must be an advocate for our customers. We have a vision of how this organic process should work. Gaining trust and cooperation will be the foundation of a world-class institution.
Technical Wednesday 9:30 am Salon E Dan Herrick, *Colorado State University* Mark R Ritschard, *Colorado State University*	*Greening Your Computing Technology, the Near and Far Perspectives* "Green" computing has become a popular and trendy topic. Many companies are exploring methods and policies to use green technologies. Most policies merely scratch the surface, however, of greening computing technology, often seen as a necessary energy evil. At Colorado State University, we have gone beyond the surface polish and explored some practical solutions to energy efficiency, consumption reduction, and environmental stewardship. Sensitive to the current economic climate, we will discuss how going green can have a significant positive impact on your budget as well. We will present a cafeteria-style plan that campus IT administrators can use to reduce energy use and to reduce or more efficiently use consumables. Projects range from server room (re)design and rethinking computing infrastructure, to energy-wise purchasing decisions and software performance controls. Thin client technology, facility planning, vendor collaboration, client base buy-in, virtualization, energy audits, and using software to balance performance and efficiency will all be on the menu. Wait until you hear how we incorporate the power of the bicycle into computing technology support!
LeadIT Wednesday 9:30 am Salon B Cindy Sanders, *Oberlin College*	*Recruitment and Interviewing Skills and Strategies for Hiring Managers* Hiring people is one of the most critically important responsibilities of leaders and managers. The results will potentially affect you and your team for years to come. In this session, participants will help each other discover essential skills and strategies for conducting the recruitment and interview process. We will focus on how to find and recognize the best person for the job, and what it means to find a "good fit". We all know what we can and can't ask during an

	interview, but this session will help participants plan a recruitment and interview process that yields the information needed for the best possible outcome, hiring the "right person for this job, on this team, in this organization".
Wednesday Morning – Closing Plenary	
Closing Plenary Wednesday 10:30 am Arch View Ballroom Cynthia Golden *University of Pittsburgh, formerly of Educause*	*Leadership is Everybody's Business* Forces have combined to make the job of a campus IT leader more challenging than ever before – we are faced with shrinking budgets, a rapidly changing "web 2.0" world, cloud computing, the consumerization of IT, and an aging workforce. New skills and new ways of thinking are being required for our institutions to move forward. And if that isn't enough, research shows that there are not enough aspiring leaders in the pipeline to meet the projected needs. Now is NOT the time to ignore the development of leadership skills – both your own or those of your staff. Everyone has leadership potential but it won't flourish unless it is cultivated. It is not about position – leadership comes from throughout the organization. So what can you do, right now, to help you move forward in your career? What does the research really tell us? What strategies can you employ that will help your institution today, and prepare your institution for the future? Let's talk about what's practical and what's possible and how leadership development will make a difference in your organization. **Cynthia Golden** Cynthia Golden currently serves as director of the Center for Instructional Development and Distance Education at the University of Pittsburgh. This Center serves the teaching and learning mission of the university by providing support for instructional excellence and innovation through instructional development and support, faculty development, online learning, and media services. Prior to joining Pitt, she was Vice President of EDUCAUSE, the professional association whose mission it is to advance higher education by promoting the intelligent use of information technology. At EDUCAUSE she led professional development activities as well as the association's content and knowledge management initiatives. Her portfolio included program and curricula development for management and leadership institutes, web-based seminars and other programs that serve higher education. She was also responsible for creating relevant and compelling learning experiences for members through the annual EDUCAUSE conference program, as well as the regional and special-topic conferences. Cynthia had general oversight for EDUCAUSE services and operations, and coordinated efforts with affiliate organizations. Before joining EDUCAUSE in 2001, she served as Executive Director of Computing and Technology Services at Duquesne University, where she had been the CIO since 1998. Before coming to

	Duquesne, Golden was manager of business applications in the Information Systems division at MIT, where she also coordinated administrative computing architecture. She was Associate Director of Administrative Systems at Carnegie Mellon University before joining the staff at MIT. Golden has been a consistent contributor to professional development, as editor of the book "Cultivating Careers: Professional Development for Campus IT;" scores of articles, and even more conference presentations. She served on the Boards of Directors of the IMS Global Learning Consortium, the Seminars of Academic Computing and CAUSE; participated on two national program committees for EDUCAUSE; and served as a member of many professional association committees over a twenty-year period. She is a sought after speaker both in the U.S. and internationally, most recently at an invitational international conference in Japan in the summer of 2009.