



## 2016 Conference Abstracts

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### **Connect the Dots - defining a middle ground between student techs and staff supervisors**

*Kendra Strobe, Carleton College*

Paper/Presentation

After a recent restructuring of the Information Technology Services department at Carleton College, a new CTO, and results of several campus-wide surveys on support at the college, a new paradigm of support was established. "Professionals speak with professionals" was the catch-phrase for the idea that staff and faculty would call the helpdesk and speak, whenever possible, with a full-time staff member first, rather than with our student technicians. This idea helped alleviate many issues with perception and experience of support, but led to a bit of a bottleneck in peak support times of day and year. To address this issue, and the challenges of simultaneously devoting time to training in new student technicians each year, a new position was formed. "Support Associate Supervisors" are technicians who assist with more support calls, help provide after-hours backup to our other technicians, and work to develop training and mentoring content for the rest of the staff. A year into the implementation, the position is shifting and solidifying its definition, but is a strong component of a significantly happier and heartier helpdesk.

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### **Fourth Time's a Charm? Redesigning training for a re-redesigned helpdesk**

*Kendra Strobe, Carleton College*

Paper/Presentation

Computing Support structures at Carleton College have been redefined several times over the past decade, and as those structures change, so has the need to train staff on the support we provide to campus. Inspired by an Educause presentation on modular training, Kendra designed an online self-paced training program for the then-separate Student Computing Information Center (SCIC) at Carleton. When hired to the then-separate staff/faculty support center, Rapid Response, Kendra designed a new joint training system, combining both modular training and one-on-one training with the smaller staff. When the helpdesks were combined, the training went through another redesign, and now after a fourth re-designing of support and support paradigms, another training program is taking form which combines elements of all the previous training structures along with new ideas supported by a new student work position. Each structure had strengths for the constraints of each desk, and multiple iterations of design through to implementation have helped re-define the process of creating and maintaining training.

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## **I'll Guard This Printer With My Life: CC's Journey to Managed Print**

*Chad Schonewill, Colorado College*

Paper/Presentation

I will tell the story of converting Colorado College to a managed print system. We went from 585 printers (more printers than employees) to 115 and are saving approximately a quarter-million dollars each year after the transition. I'll highlight the gotchas and wish-I'd've-knowns as well as things which went particularly well. I'll give you a preview of the objections you're likely to hear when trying to sell this to users and how to counteract each one.

I'll also include our transition to Papercut and a single printer queue to make printing for students in our managed print environment much easier than it used to be (and saving large amounts of wasted paper - about 10%).

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## **Video without a camera**

*Chad Schonewill, Colorado College*

Lightning Talk

I will briefly discuss (and demonstrate) using the Adobe Voice iOS app to create short videos (about 2 minutes long) to better engage users in communication from ITS. I've successfully used these at Colorado College for a series on computer and identity protection, announcements about new functionality, and other similar blurbs.

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## **From This Point to Endpoint : The journey to centralized device management**

*Cate Lyon, Whitman College*

*Nick Pistentis, Metropolitan State University of Denver*

*Brian Griffith, Whitman College*

Panel Discussion

Are you considering or have you already moved to a centralized endpoint management system for your campus computers? Join a panel of your peers to discuss the process of deploying and managing various system management platforms. We will cover systems in higher education environments ranging from private liberal arts institutions to large public universities. We will discuss a range of topics including goals, tool/software selection, how to manage change and negotiate campus politics and culture, deployment, ongoing maintenance and support, and lessons learned.

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## **Navigate the Higher Ed IT Waters to Chart Your Professional Development Plan**

*Joan Cheverie, EDUCAUSE*

*Deborah Keyek-Franssen, University of Colorado System*

Facilitated discussion

When was the last time you really thought about your own professional development? It's no secret that people who are intentional and savvy about charting their careers are more successful and maybe even happier. The problem is this: We are bombarded with opportunities for developing ourselves and our careers. But we rarely take the time to navigate them by articulating what these goals are and then charting what learning experiences and people can help us get there. This session offers you focused time to make professional growth personal to you. In it, you will develop a concrete plan to use to pursue your career goals.

This interactive session begins with an activity to help you recognize your core competencies and how they influence your career pursuits. We will then jumpstart your thinking with creativity exercises to identify skills and knowledge gaps and to begin laying out the activities and team of people that will move you closer to your professional sweet spot. You will have the opportunity to uncover what you value and want from your professional life, brainstorm to identify career options, set attainable goals, and create your own individual plan for achieving them.

Come learn from experienced colleagues who understand the wonderful, often crazy, world of higher education IT as you chart your professional development plan. Roll up your sleeves, invest in yourself, and leave with a toolkit that you can put to use immediately to get the most out of your SIGUCCS experience and beyond.

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## **Congratulations! You are (or you are getting) a new leader - strategies to make the transition go smoothly from both sides of the desk**

*David Weil, Ithaca College*

*Keith McIntosh, Ithaca College*

Facilitated discussion

Navigating a successful transition in IT leadership is critical for an institution and those directly involved. In order to effectively lead and partner across the institution and transform the IT organization, how one approaches the change is particularly important. This session will be an engaging interactive discussion that focuses on insights from "both sides of the desk" – sharing perspectives of a leader new to an institution and one of their inherited direct reports – following the real-world experiences that came about through one institution's recent period of transition. The focus will be on steps that both sides can take to help make the transition successful.

The session will approach this by looking at four different periods of time (from announcement of the position vacancy to the end of the first year), and the steps that both sides can take to address things like: preparing for the change, learning about the institution and new leadership, setting

expectations, approaching things with open eyes and mind, addressing personnel decisions and organizational changes, IT and Institution Culture, IT Strategy, challenges / opportunities and other aspects of the change.

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### **Women's Work: Gender in Higher Education Information Technology Positions**

*Vicki Rogers, University of Georgia*

Facilitated discussion

Let's talk about women in higher education IT! Women in higher education and in technology positions are still greatly outnumbered by men in the field. Women leaders make up an even smaller fraction. In this session, we will review relevant statistics about the phenomenon, discuss why it matters and then look for ways to initiate change. The presenter has done significant research in this area and brings meaningful data for discussion and brainstorming. The presentation will be interesting and fun for women and men.

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### **Monitoring and Analyzing Wi-Fi Availability and Performance on a University Campus Using Recycled Cellphones to Aid Students in Selecting Their Study Areas**

*Shamar Ward, University of the West-Indies Cave Hill Campus*

*Mechelle Gittens, University of the West-Indies Cave Hill Campus*

Paper/Presentation

Wi-Fi availability on university campuses has become increasingly important since services such as email and assignment submission portals for students require them to have internet access on and off campus. This is the case at the University of the West Indies - Cave Hill Campus (UWICHC) where students are required to conduct several online activities including submitting assignments, checking grades and registering for classes online. A survey of opinions of 105 UWICHC students indicated that 96% of the respondents use Wi-Fi to access student services offered by the campus. Ninety-four (94%) also indicated they would like to have access to Wi-Fi information on active hotspots and signal strength in various study areas. In the proposed paper, we will present a system capable of using recycled cellphones to collect Wi-Fi related information in study areas such as Wi-Fi signal strength, connection speed, download speed and internet availability and display it to students and staff using a mobile application. The mobile application will also be used to display information on access points in various study areas on a geographical map of the campus. Additionally, the application will analyze the data collected and give students and IT staff peak times when students encounter difficulty such as poor connectivity or no connection to the internet which may suggest the access point is damaged or needs to be reset. Having such information can increase the IT department's response time at a low cost since recycled cellphones are used as the sensors.

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## **Digital Directory – A Visual Guide To Identifying The Locals**

*Karl Owens, University of Oregon, School of Architecture & Allied Arts*

Paper/Presentation

When visiting a new place it is always exciting to have a visual guide to identify the various inhabitants of the region. Signs, billboards and posters can be useful guides, providing important details and graphic imagery about the local denizens. Unfortunately, signs become outdated, especially if you have a migratory populace, and billboards can get damaged by the environment. When that happens, bad information can often lead people astray, making the trek less than enjoyable. To address the problem, the School of Architecture & Allied Arts at the University of Oregon built an interactive digital solution to provide directory information for visitors to their facility. Using Four Winds Interactive digital display software visitors can look up faculty, staff and department information using touch screen displays. Visitors now have a visual guide to help recognize and locate elusive faculty and staff.

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## **Brand New Designed Virtual Computer Classroom in BYOD era**

*Kazuhiro Mishima, Tokyo University of Agriculture and Technology*

*Takeshi Sakurada, Tokyo University of Agriculture and Technology*

*Yoichi Hagiwara, Tokyo University of Agriculture and Technology*

Poster

In Tokyo University of Agriculture and Technology, by the part of the information strategy, we promote to abolish the conventional computer room, and make the user to bring the user's own computer (BYOD: Bring Your Own Device). The trend of this BYOD are expanding progressively in other universities in Japan. The type of user's device is wide variety , its usability is too. In this situation, it increases the cost of teacher due to the difference of the operation.

To reduce this cost, we propose our brand new designed computer environment, Virtual Computer Classroom (VCCr). Our VCCr is based on virtual desktop technology, and each user can use the VCCr by accessing to the remote desktop, which can be accessed from everywhere in our campus. VCCr can be used by HTML5-compliant web browser (e.g. Google Chrome, Mozilla Firefox), instead of the dedicated client in a conventional VDI or remote desktop environment. This enables the use from a variety of access device that are independent of the device type of the user (e.g. Windows, Mac, Linux, or Chrome). As a result of this, convenience for the user is significantly improved.

We present the detail of the design and structure of our VCCr architecture. We also provide a VCCr reservation system, which can adopt the class schedule, in order to manage the number of the virtual desktops for class and self-study use efficiently. We also present the detail of this reservation system.

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**Adventures in Management: Incentives with flair**

*Theresa Morgan, Purdue University*

*Carla Hoskins, Purdue University*

Lightning Talk

The two big challenges in working with student employees are hiring good employees and motivating employees. While we developed a good system for the former, we struggled with the latter. To help engage and motivate students we began our Pincents program.

Pincents began as “flair” with pins earned by various achievements but, with feedback from our student employees, has progressed into much more. We have monthly events, Finals Week coffee and treats, employee of the month surveys, and a “store” where everything from chips to t-shirts can be purchased with earnings from good performance. We also have targeted emails following up on great job performance and regular feedback surveys so each individual has the chance to be heard.

We believe that the theory put forward in *The Gratitude Diaries* by Janice Kaplan is true - happiness is not enough. We need engagement, purpose, and gratitude for a greater sense of well-being and this is true for all employees, student or full-time. Since we began the program, we have seen the number of positive performance reports for employees double and the negative performance reports nearly cut in half. The Pincents program gives our student employees the chance to be fully engaged in their roles within our department. This in turn provides better service in the labs for our customers, more well-rounded team members, and increased interest and motivation for higher positions in the organization.

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**Internal Think Tanks for Innovation and Team-Building**

*Elizabeth Cornell, Fordham University*

Paper/Presentation

Think tanks are usually associated with non-profit organizations and institutes that perform research and provide advice on subjects such as public policy, technology, culture, economics, and so on. But your IT organization can stretch that term to cover a group of staff members who convene to generate innovative ideas that can be acted upon to improve the overall functioning of their department and the institution that it serves. An internal think tank is also a way for staff to share ideas that may not otherwise have a proper place to be heard and discussed. It gives motivated staff a forum to change and improve the workplace status quo.

At Fordham University, the IT organization implemented the “Innovation Group,” a collection of staff from IT and other university departments who met regularly to brainstorm, research, and carry out ideas to improve the workplace environment, build a stronger sense of community among IT staff and others in the university, and enhance the integration of technology within the university.

This paper gives an overview of the Innovation Group's goals and methods for organizing and carrying out ideas. It describes some of its successful initiatives and the benefits incurred. It also reviews some of the challenges the group encountered and group's next phase, which will be based on lessons learned from the Innovation Group's first incarnation.

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### **Following the Direct Path: Effective Short Presentation Tips**

*Mo Nishiyama, Oregon Health & Science University*

Lightning Talk

The SIGUCCS conference is hosting a Lightning Talks session for the third straight year. These series of brief, seven minute presentations have gained popularity over time, as it allows opportunity for more presenters to share their ideas and stories during a single session.

It is vital to understand that short presentation formats do not give presenters a license to unleash half-baked ideas; rather the opposite is true. With a strict time limit, care must go into crafting presentations that captures key ideas without being cluttered with fluff. The scope of the presentation may require condensing key points or narrowing the scope. What to leave out is just as important as what to include in short presentations.

Visual accompaniments, should they be used for a presentation, must also be appropriate for a short talk format. Unlike in full-length presentations, there is very little time for forcing the audience to read a wall of text in a short timeframe. A challenge for short presentations is to build continuity for audience to remember presentation's contents while balancing time constraints.

The talk will cover these important aspects of giving effective short presentations.

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### **Creating a motivated student worker**

*Mark Holm, The Evergreen State College*

Paper/Presentation

I will give some tips in how to turn all student workers into motivated student workers. I have 13 years of working with student employees. My experience has taught me strategies that work to motivate students. Having students in a work area can be challenging and rewarding. With the proper tools we can remove many of the challenges. Certainly some student staff are productive but many others seem to languish in mediocrity. We will look at ways to avoid having a group of unmotivated workers and build productive employees. We will also touch on some de-motivators that should be avoided. I have found that giving proper time and training to learn the expected work is critical. For student success the work done needs to be monitored and corrected in a way that does not appear as being critical. I've discovered giving the student worker tangible results of the work accomplished can go a long way in creating productivity. Find the right job for the worker by playing to strength helps build confidence in tasks. Lastly, to have a motivated student they must feel appreciated therefore let them know they are appreciated for their work and how it helps you.

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## **Constructing a log collecting system using Splunk and its application for service support**

*Masaru Okumura, Fukuoka University*

*Sho Fujimura, Fukuoka University*

Poster

The operation of the education and research system, which includes network, server and client services, produces a variety of log output. The effective analysis of these logs makes it possible to ascertain user trends, and often points to issues that require troubleshooting. However, due to the difference in the type and diversity of format of the log, it takes a considerable amount of effort to organize them in a cross-sectional manner in order to obtain useful information. To resolve this issue, we have constructed a log collecting system by using Splunk to centrally aggregate logs. Most logs are automatically stored on the Splunk database from each system. As a result, the administrator and service support staff can view these logs via a simple interface, and can check the usage of the users across multiple systems in near real time.

In this presentation, we introduce how to approach and construct a system in order to change the logs of the various systems to be able to obtain valuable information. We also show how you can utilize aggregated log for service support and security. Particularly based on the user ID and IP addresses, it is possible to gain a bird's-eye view of logs for analysis, making it a valid tool for understanding user behavior.

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## **Taking the S.T.A.I.R.S: a philosophy in managing student workers**

*Melissa Doernste, Stanford University*

Poster

How would you develop, engage, mentor, train and assess a group of 30 part-time student workers at a non-conventional Tech Desk? As part of my interview to become the Service Desk Manager in the Vice Provost Office of Teaching and Learning at Stanford University, I was tasked to formulate an answer to that complex question. In turn, I developed a philosophy entitled "Taking the S.T.A.I.R.S". It outlines what I've come to think are the most important ideas and concepts to successfully managing a group of student workers. Specifically, identifying Strengths in each individual student, being Transparent with them, emphasizing Accountability and responsibility, seek Input and teaching how to take initiative, Respecting each other and the university, and finally showing Support for the student workers and their decisions. Now, roughly 6 months at my new position, I keep returning to this philosophy and evaluating just how effective it has been.

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## **An Analysis of Relationship between Storage Usage Distribution and Per-User Quota Value**

*Yoshiaki Kasahara, Kyushu University*

*Takuya Kawatani, Kyosan Electric Manufacturing Co, Ltd.*

*Eisuke Ito, Kyushu University*

*Koichi Shimozono, Kagoshima University*

Paper/Presentation

To prevent resource (especially storage) shortage, information system such as storage services and email services usually impose an upper bound of resource consumption (quota) per user. In conservative way, an administrator tends to set a quota value such as the storage capacity divided by the expected maximum number of users for safety and fairness, but it tends to leave large unused storage space. It is because the users' storage usage pattern shows a long-tailed distribution. In this paper, we analyzed storage usage distribution of some email services and realized that these distributions were similar to log-normal distributions. We also discussed that it was possible to further approximate the distribution using a power-law distribution, and proposed a method to calculate an optimal quota value to maximize storage utilization (or minimize unused storage space). We also applied an optimal quota value we calculated to a real email service and confirmed that the change increased the storage utilization.

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## **Couch Learning Mode: Worthwhile Manual and Automatic Multiple-Video Lecture Selection out of a Lecture Video Archive for E-learning Students**

*Martin Malchow, Hasso Plattner Institute*

*Matthias Bauer, Hasso Plattner Institute*

*Christoph Meinel, Hasso Plattner Institute*

Paper/Presentation

During a video recorded university class students have to watch several hours of video content. This can easily add up to several days of video content during a semester. Naturally, not all 90 minutes of a typical lecture are relevant for the exam. When the semester ends with a final exam students have to study more intensively the important parts of all the lectures. To simplify the learning process and design it to be more efficient we have introduced the Couch Learning Mode in our lecture video archive. With this approach students can create custom playlists out of the video lecture archive with a time frame for every selected video. Finally, students can lean back and watch all relevant video parts consecutively for the exam without being interrupted. Furthermore, the students can share their playlists with other students or they can use the video search to watch all relevant lecture videos about a topic. This approach uses playlists and HTML5 technologies to realize the consecutive video playback. Furthermore, the powerful Lecture Butler search engine is used to find worthwhile video parts for certain topics. Our approach shows that we have more satisfied students using the manual playlist creation to view reasonable parts for an exam. Furthermore, students are keen on watching the top search results showing reasonable

parts of lectures for a topic of interest. The Couch Learning Mode supports and motivates students to learn with video lectures for an exam and daily life.

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### **Challenges of deploying PKI based client digital certification**

*Satoshi Uda, Japan Advanced Institute of Science and Technology*

*Mikifumi Shikida, Japan Advanced Institute of Science and Technology*

Paper/Presentation

We are confronted with the threat from the theft of ID/password information caused by phishing attacks. Now authentication by using the ID and password is no longer safe. We can use the PKI based authentication as a safer authentication mechanism.

In our university, Japan Advanced Institute of Science and Technology (JAIST), we deployed automatic digital certificate issuing system for our users, and employ the PKI based client certificates for log-on to web application, connecting to wireless network (including eduroam), using VPN service, and email sender signing. In addition, National Institute of Information (NII), which are providing common ICT infrastructure services for Japanese universities and institutes, started a service to issue client certificates in this year. So use of the electronic certificates will become more popular within a few years in Japan.

However, there are not so enough cases deploying the electronic certificate based authentication in University infrastructure, we still has many tips and issues on operating this. In this paper, we introduce the use case of the electronic certificate in JAIST, the challenges and issues, and consider the future prospects.

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### **Enhancing Campus Cyber Security through Classes with Combination of Computer Ethics Videos and Logical Thinking**

*Takashi Yamanoue, Fukuyama University*

*Noboru Nakamichi, Fukuyama University*

Paper/Presentation

Campus cyber security is one of the most important and one of the toughest subject for ICT managers in universities and colleges today. It is relatively easy to control the security of technical aspect of a campus using technologies such like firewalls, IDSs, IPSs and so on. However, it is hard to control behavior of people in a university or a college. Cooperation of them is essential for keeping the cyber security of a university or a college. In order to have cooperation of them, ICT managers are having various ways of education for them.

According to the "Learning Pyramid [1]" by Edgar Dale, the learning retention rate of an audio-visual material is 20%. It is much better than the rate of a lecture, which is 5 %. So a group in Japan, including one of the authors of this paper, have made [2] and updating computer ethics video clips for enhancing the human aspect of campus cyber security for more than ten years[3]

and the video clips became one of the indispensable teaching material for many universities in Japan.

According to the “Learning Pyramid”, the learning retention rate of a discussion group is 50%. A discussion usually includes teaching others and the learning retention rate of teaching others is 90%. Many of the computer ethics video clips were designed for promoting discussion. However, we have not shown a good way of discussion for the computer ethics video clips until now. In order to have a good discussion way in a computer ethics class, we have designed a new course with “Logical thinking” or “Critical thinking” teaching material [4]. We use the teaching material of critical thinking, which is available from the Information-technology Promotion Agency (IPA), Japan. It is based on the “Learning Pyramid”, and discussions in a group are encouraged in the material.

[1] Edgar Dale: Audio-Visual method in teaching, 1946.

[2] Takashi Yamanoue, Michio Nakanishi, Atsushi Nakamura, Izumi Fuse, Ikuya Murata, Shozo Fukada, Takahiro Tagawa, Tatsumi Takeo, Shigeto Okabe, Tsuneo Yamada, "Digital Video Clips Covering Computer Ethics in Higher Education" , Proceedings of the 33rd annual ACM SIGUCCS conference on User services, pp.456-461, Monterey, California, US. 6-9 Nov. 2005.

[3] Takashi Yamanoue, Izumi Fuse, Shigeto Okabe, Atsushi Nakamura, Michio Nakanishi, Shozo Fukada, Takahiro Tagawa, Tatsumi Takeo, Ikuya Murata, Tetsutaro Uehara, Tsuneo Yamada, Hiroshi Ueda, "Computer Ethics Video Clips for University Students in Japan from 2003 until 2013, Proc. of The 38th Annual International Computer Software & Applications Conference (COMPSAC2013/ADMNET WS) , pp.96-101 Västerås, Sweden, 21-25 Jul.,2014.

[4] Barbara Minto: Technology: The Pyramid Principle: Logic in Writing and Thinking, Financial Times Prentice Hall, 2008.

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## **Charting the Course: Navigating Student Staff Management Tools**

*Tammy Browning, University of Missouri*

Lightning Talk

At the University of Missouri- Columbia (MU), in the Division of IT, we employ approximately 80 students per semester whom guide and support customers (students, faculty and staff) in our centrally scheduled classroom computer labs and residence halls. As our map dictates that we rely on student employees to accomplish a majority of the support and work in our environment, we must utilize process and procedures in combination with management tools to be efficient. In order to navigate the course of hiring students each semester, it is critical to have streamlined and automated processes.

In this lightning talk we will focus on how to successfully manage student staff in the following areas; how we collect the students' availability to work in the software tool called Whentowork, students' availability requirements, and then adding the schedules into our custom developed student management system named CSIS (Computing Sites Information System).

CSIS streamlines our journey, by allowing us to manage a large population of student staff. This tool acts as our compass which guides us in scheduling (both initially and changes), monitoring student staff attendance, clocking in/clocking out, timesheet management and monitoring movement across campus. On our future map, we plan to automate importing schedules from Whentowork into CSIS since they are currently not integrated as well as professional

development training, weekly mentoring information and our student staff attendance/ disciplinary point system.

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**Ubiquitous and Multipoint HD Teleconference System for Satellite Campuses, Inter-Universities and Related Institutes**

*Hideo Masuda, Kyoto Institute of Technology*

*Yu Shibuya, , Kyoto Institute of Technology*

*Masayuki Mori, Kyoto Institute of Technology*

*Yasuaki Kuroe, Kyoto Institute of Technology*

Poster

We have deployed more than 10 HD teleconference systems and 2 multipoint conference units (MCU) in our university. Our satellite campuses are Saga, Kyotango, Maizuru, Ayabe, KRP and Fukuchiyama, distributed in Kyoto prefecture, so a teleconference system is very useful for various activities.

Moreover, we have introduced the software based teleconference system by Polycom RealPresence series. Therefore, users can connect the teleconference system not only appliances but also own PC / Mobile devices (e.g. iPad, Android) from all over the world through the Internet.

In addition, we have also developed a hand-made Skype-Polycom gateway because Polycom is required that many internet ports such as H.323/SIP stay open. It is difficult to request this network configuration for all related institutes. We have also decided to install both type of MCU, Tandberg MCU4500 and Polycom RMX1500, because MCU4500 is better for HD only multipoint conference and RMX1500 is better for various scales of definitions of various specification endpoints.

We will propose our system detail and our know-how.

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**Psst! What's the Secret to Being a Successful Leader?**

*Joan Cheverie, EDUCAUSE*

*Michael Kubit, Case Western Reserve University*

Facilitated discussion

Today's IT leaders require different skill sets to be effective and successful both within their organization and across campus. One of your most important roles as a leader is to develop a team of engaged professionals. A critical and often undervalued skill is the ability to plan for the future, recruit and deploy the best talent to join the organization, develop employees to achieve their potential and manage performance resulting in a high performing, motivated team. What skills and competencies do you need to develop in order to change organizational culture, lead through uncertainty, and manage behavior? How do you successfully navigate the change from being a subject matter expert to being a leader of people where you do little actual hands-on work

but spend your time building relationships, nurturing your staff's development, negotiating, and, ultimately, leading change? Shifting attitudes and culture can be difficult and often time-consuming work, but it doesn't have to be all consuming or totally exhausting.

In this highly interactive session, you will learn the importance of recognizing your own emotions and those of others and why this is essential for motivating yourself as well as managing others to build a coherent, flexible team. From selection and onboarding to assessing and developing, you will learn valuable tips that the IT leader need to be successful and you will leave with a toolkit you can utilize as soon as you return to campus.

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### **Adventures in Starting a Service Desk**

*Kelly Wainwright, Lewis & Clark College*

*Caitlin Power, Lewis & Clark College*

Paper/Presentation

This paper will discuss the journey taken by one small school, Lewis & Clark College, to implement a Service Desk. There are many aspects that go into a Service Desk, or so we learned when we transitioned a year ago from multiple separate service points to a one-stop shopping model of service. This change was part of an overall IT reorganization and had the goal of streamlining the process of receiving technology assistance

Some of the elements that helped this transition be successful include employing the correct staff and retraining existing staff, including student employees, implementing the correct tools (in our case for ticket tracking and equipment checkout) and creating the correct environment.

The other hurdle that we faced was changing the technology support culture on campus. This required much marketing, communication and a Grand Opening event to introduce the entire campus to the change. Were we successful? To some degree yes, and in other areas we are still working or dealing with new challenges.

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### **2016: A Site Odyssey**

*Sara May, University of Rochester*

Paper/Presentation

What started as the creation of a service catalog turned into a full-scale website redesign in a new web content management system. Join the University of Rochester on a three-year journey to map information technology services in a decentralized, multi-campus environment. Along the way, we will excavate the remains of bygone websites, wade through political waters, conquer mountains of content, explore information architecture, and navigate the bumpy roads of change.

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## **A Panel on the Transition to Cloud-Based Student Printing**

*Melissa Bauer, Baldwin Wallace University*

*Allan Chen, Muhlenberg College*

*Amanda Calhoun, WEPA*

Panel discussion

At Baldwin Wallace University in Berea, OH and Muhlenberg College in Allentown, PA, student printing has traditionally used up a great deal of resources. This included hardware to maintain and replace, software to manage and deploy, and provision of supplies. Student printing also did not provide much in the way of convenience. While printing from a computer lab was easy enough, mobile printing was so painful at BWU that most students didn't use it, and Muhlenberg had not yet found a tenable solution. We did not provide for guest printing and color printing had to be sent to specific printers in specific locations. We had no campus card integration. In the Summer of 2015, BWU implemented wepa, a cloud-based printing solution to reduce the use of these resources while not only minimizing the impact to students, but providing additional opportunities to the students. Muhlenberg College launched wepa for the spring term, 2016. Come to this panel session to hear more about the challenges we faced, how we implemented wepa, and our lessons learned.

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## **Longitudinal Relationship Management for Instructional Technologists**

*Amy Cheatle, Cornell University*

Paper/Presentation

Instructional Technologists who occupy a centralized position within the university structure face unique challenges when collaborating across discipline-specific communities of practice. In addition to wide diversity in subject matter-specific technological needs, different departments carry their own cultural values and attitudes surrounding technology-enhanced instruction as well as their own histories of successes and failures with technological systems used for teaching and learning. In addition, schools and colleges within the same university are often decentralized, presenting challenges to interdisciplinary collaborations and communications across departments. Among teams of Instructional Technologists, the shifting nature of focus, working groups, vendors, versions and interfaces as well as changes in University leadership can compound issues when planning, organizing, implementing and tracking technological work with faculty and departments longitudinally.

This paper offers a case study of the adoption and use of a cloud-based software tool used in pursuit of greater cohesiveness, support, collaboration and partnering across a large campus infrastructure. It draws on organizational literature focusing on collaborative software in the workplace as well as industry accepted best practices in customer relationship management.

For Instructional Technology teams working within the University, such tools can offer invaluable opportunities for using technology to collaboratively gather, organize and analyze faculty needs

and interests pertaining to technology-enhanced teaching and learning. We found this can lead to the generation of interdisciplinary communities of practice organized by pedagogical or system-based interests, as well as expanded integrated approaches to identifying, acquiring and maintaining customers across the University.

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**Panel: Internet of Things (IoT)**

*Stephen Lewis, Lehigh University*

*Tom Gerace, Tulane University*

Panel discussion

Higher education IT support personnel are becoming increasingly involved with supporting non-PC networked campus-infrastructure equipment. This panel will discuss the challenges of supporting a diverse base of equipment and lessons learned in doing so.

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**New York University's Steinhardt Technology Services: Using Intentional Data Tracking to Achieve Maximum Operational Impact**

*Lendyll Capitolo, New York University*

Paper/Presentation

In recent years, the analysis of Big Data has been lauded for its ability to solve complex operational problems, provide meaningful insights, and draw connections across disparate or nuanced sources. Big Data, however, may not be the most effective tool of analysis across all settings. Particularly, within smaller tech operations, the lack of resources required to fully formulate, maintain, and analyze large data sets may limit the benefits of Big Data. Faced with this problem, Steinhardt Technology Services (a small IT Help Desk within New York University) endeavored to develop data strategy that would allow the team to leverage big data insights without the complications of gathering and analyzing Big Data.

In this paper, the author will discuss the development of Steinhardt Technology Services's data strategy. The paper will first describe Steinhardt Technology Services's data dilemma and how creating and executing an intentional data strategy allowed the group to collect and process meaningful help desk data. Next, the author will describe how the data strategy was leveraged to create and maintain the business practices that maximize Steinhardt Technology Services's ability to execute its mission statement. Finally, the author will discuss future goals and challenges for Steinhardt Technology Services's data strategy.

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**Choosing a classroom polling vendor**

*Trevor Murphy, Williams College*

*Randy Matusky, Lyndon State College*

Poster

Classroom polling at Williams College is infrequent and sporadic occurring in classes only when they are most pedagogically appropriate for the content. Some courses use classroom polling once a semester. Other courses use classroom polling often, but the data is not used in grading or stored for future analysis. Flexibility and portability make classroom polling an easy tool to apply when the anonymous collection of class input serves a teaching purpose. Recently, classroom polling vendors have moved to a subscription model where classroom polling users have cloud accounts that require monthly fees. This new subscription model does not match with the use of classroom polling at Williams College. Students do not purchase accounts with monthly fees to participate in classroom polling that may or may not be used in classes. This paper follows Williams College as it creates and follows a new process for finding the right classroom polling vendor for its campus.

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**Teaching, learning, and classroom design**

*Miranda Carney-Morris, Lewis and Clark College*

*Trevor Murphy, Williams College*

Paper/Presentation

Our schools have a variety of classroom environments from the large lecture halls to teaching labs with a computer for every student, to rooms with movable flat tables set in a circle. Many of our classrooms are equipped with data projection and podiums. Faculty often have favorite classrooms and try to book those rooms for their classes every year. Classrooms might be assigned by class size, but there are other factors about classrooms that either match or clash with teaching styles of our faculty.

In this paper we intend to explore how the classroom environment affects teaching and learning, and how classrooms can be designed to facilitate engagement and active learning at Williams College and Lewis and Clark College. We will also discuss the challenges in pursuing the creation of flexible learning spaces.

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**Teaching Animation**

*Trevor Murphy, Williams College*

Lightning Talk

Williams College has a January term. The author taught a course in animation to 12 students and 1 auditor. The class covered storytelling and created short films. This talk will cover some of the ideas that came out of teaching such a class.

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## **Re-thinking the nth year cycle: An objective method for determining PC disposition**

*Dan R. Herrick, University of Colorado Boulder*

Paper/Presentation

Conventional wisdom holds that a PC has a fixed number of years of useful life, generally set at three, four, or five years. Yet, evidence shows that many PCs are in use further past their conventional expiration date. At the same time, some PCs are not up to the job they were acquired for well before their assumed life cycle ends. The issue is that this conventional wisdom may be a fallacy based on a superficial measure: Age of computer. Age is an arbitrary measure, and is only one indicator of a computer's viability. We explore the case for an objective and deterministic measure of a computer's viability. The outcome is a computer viability score, which leads to practical, process-based operational decisions around computer life cycle and disposition, which can result in a long-term effectiveness upgrade to an organization.

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## **Toppling the monolith: How SUNY Geneseo ended the use of monolithic images on Macs**

*Nikolas Varrone, SUNY Geneseo*

Paper/Presentation

Monolithic imaging for faculty, staff, and students access computer deployments is less than ideal. Image sizes are massive and are difficult and time consuming to build. Furthermore, images are often outdated immediately after building what other packages, such as the flash player, receive updates. Package based deployments solve many of these issues. Individual packages within the deployment are updated one of the time, even automatically, while software repositories dictate which packages are required for each set up. Furthermore, solutions to handle these issues are often free and open source such as Munki, AutoPKG, and reposado. We will discuss how to create your own packaged based deployments using these tools.

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## **The Life and Times of Travis Milton**

*R Kevin Chapman, Carleton College*

*Travis Milton, Carleton College*

Lightning Talk

Story time. Take a short break from the learning to listen to the Tale of Travis Milton, a tech guy's alter ego, created in order to let him explore the world of social media in quiet anonymity. At least at first.

How did Mr Milton fare? What happened when the world met him? What happened when he met The Real Travis? How did he survive a systems upgrade when his very existence was called into question? Would the local Sysadmin be his demise?

Join me... him... us! to find out.

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## **Delegated / Managed Response During Major IT Incidents - Creating a Duty Officer Program**

*Bill Koffenberger, The George Washington University*

*Charlie Spann, George Mason University*

*Donna Hill, The George Washington University*

Facilitated discussion

All institutions should review how they plan to manage in a crisis. Within IT, there are ample opportunities to develop and test delegated, controlled and team oriented leadership when responding to IT outages and major incidents. Developing a scalable program and exposing management staff to major incident management experiences, will prove invaluable in the event of a large scale campus event or disaster. A well-designed duty officer program not only tests plans and develops experience but does so without additional costs. CIO's will sleep better at night, and maybe even through the night, with a tested strategy in place that empowers delegated decision making by mid level managers relying on one another during major IT incidents. A team oriented program provides midlevel managers pressure based executive leadership experience through delegated decision making and technical response coordination. This interactive session will review approaches at two institutions to guide discussion and planning by participants.

Through breakout discussions participants will be asked to discuss their own experiences and planning activities around similar efforts at other institutions. Discussion and breakout activities related to Duty Officer program development will be presented to encourage and support similar programs. Facilitated discussions and small group activities will include collaborative efforts to review and define roles, responsibilities, planning considerations and tools. Practical experiences and examples will be used to provide added context and guide discussion. Participants will have the opportunity to develop an outline of an implementation strategy with specific milestones for further refinement and implementation.

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## **AwardU: Recognition Program for WVU ITS Employees**

*Vicki Smith, West Virginia University*

*Steven Marra, West Virginia University*

*Kathryn Fletcher, West Virginia University*

Paper/Presentation

In 2014, we created an employee recognition program for about 220 employees under Information Technology Services at West Virginia University. Over six months, a large and diverse committee of staff built a scalable, transparent, accountable, peer-judged program that we hope will help improve employee retention long term. With both positive and negative examples of past, unstructured and personality-dependent programs in mind, we wanted a system as fair and unbiased as possible. We created standards and principles to design a meaningful product that employees would use, appreciate and support. After five quarters, we have functional data, formative notes and personal anecdotes we believe are worth sharing.

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## **We Can Rebuild It, We Have The Technology: Modifying the Mac Mini for optimal use as a classroom instructor station**

*Travis Freudenberg, Carleton College*

Paper/Presentation

Apple's Mac Mini is a near perfect solution for use in the classroom; it has out of the box support for OSX and Windows, has a small form factor, and is relatively low cost. It does have its own unique challenges, one of which is a rear mounted power switch that requires a mechanical lever when securely rack mounted. At Carleton College, we were tasked with improving the performance and mechanical reliability of our Mac Minis by making them better than they were before. Better hard drives. Stronger power switches. Faster boot times. In this presentation, I'll discuss how we increased overall performance using a combination of new boot protocols, SSDs, auto parts, a soldering iron, and a drill press.

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## **Making a Makerspace: Designing User Services to Serve Designing Users**

*Owen McGrath, UC Berkeley*

Paper/Presentation

As higher education institutions embrace the maker movement, new opportunities and challenges arise when it comes to establishing spaces and services to support creative do-it-yourself (DIY) activities on campus. This paper looks at the experience of growing maker-centric support by transforming some traditional teaching and learning settings such as classrooms and computer labs. The layouts of these spaces and the choice of equipment and services offered are informed both by a new curriculum at the university and by wisdom and experience gained from some non-university member-based maker workshops in the local area. The planning process included a multi-month service design initiative structured by user-centered design principles. The goals of this paper include: 1) explaining the service design process and key decisions made around what activities to support in the new settings; 2) describing issues and challenges for developing sustainable service models in these settings; and 3) talking about lessons learned in developing the staff expertise and capacity to manage and operate these new spaces and services.

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## **Puppet: Introduction, Implementation, & the Inevitable Refactoring**

*Shawn Plummer, SUNY Geneseo*

Paper/Presentation

Puppet is configuration management software that lets you define a state for a computer and ensure it is in that state on every run. After about a year and a half of implementing puppet on our campus we had a working code base but it was not organized well and was hard to modify and extend. We refactored it to something much more in line with best practices. I will share what puppet it is, how it is useful and, most importantly, what we learned over 3 years of implementing it on our campus.

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## **Learning Space Renovation Planning**

*Laurie Fox, SUNY Geneseo*

Facilitated discussion

In order to ensure strategic alignment with all stakeholders, our campus embarked on a project to quantitatively measure the effectiveness of existing spaces through the Learning Space Rating System (LSRS), and researched solutions from other campuses using the Flexible Learning Environments eXchange (FLEXspace). We are using these tools to guide faculty requests for learning space upgrades and justify purchasing decisions.

During this mini-workshop, participants will learn how to access the tools we used for planning (LSRS and FLEXspace) and discuss how to participate in the community of universities using these toolsets.

As Assistant Director of Computing & Information Technology, Laurie supervises all aspects of Educational Technology for Geneseo's classrooms and instructional technology support including faculty and staff training. A large part of her responsibilities include faculty consultation and planned integration of technology in service of pedagogy, including piloting learning solutions that can be scaled up in support of curriculum.

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## **Marrying IT asset management and service management**

*Dan R. Herrick, University of Colorado Boulder*

Paper/Presentation

Both IT Service Management (ITSM) and IT Asset Management (ITAM) have common objectives, characteristics, and processes. There is significant overlap between these functions, particularly the request fulfillment process and the service catalog approach. We will talk about integrating data, systems, and processes used by both ITAM and ITSM for a more efficient, productive, and harmonious outcome.

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## **Adventures in Mentoring: Lessons Learned from a Peer Mentor**

*Kathryn Fletcher, West Virginia University*

*Trevor Murphy, Williams College*

Poster

Often one thinks of mentoring being used to prepare a mentee for a new position, where the mentor has a job role similar to the goal position. However the ACM SIGUCCS Mentoring Program has always been open to other types of mentoring relationships, where the mentor is the "guide on the side" to help a mentee reach one or more goals during the 10 month mentoring period. In 2016, Trevor and Kathy applied for the mentoring program, requesting to be paired up. Trevor, who has past experience as a mentor (to someone else) is the mentee of the pair while Kathy, who has past experience as a mentee with a different mentor, is serving as a mentor for

Trevor. Our goals for the year do not include seeking promotions or attaining a professional certification. Although one of us is ostensibly the mentor, we both plan to learn and grow from this relationship. We decided to keep track of any challenges and life lessons we encounter during this year and share our thoughts at the conference for the benefit of those considering applying for the program in the future. We will keep the personal details of our mentoring sessions confidential and instead discuss in broader terms what we are accomplishing.

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### **Developing Best Practices for Qualtrics Brand Administration at WVU**

*Kathryn Fletcher, West Virginia University*

Paper/Presentation

In 2013 West Virginia University consolidated a few individually purchased college and individual licenses for Qualtrics survey software into a single campus-wide license that includes all of our colleges and regional campuses, to be implemented as a campus standard and enterprise solution for our campus. Due to staff reorganizations over the past two years, I and the other Qualtrics brand administrators at WVU are all new to this administrative role. In this paper, I plan to share lessons that I learned while (1) participating in developing and documenting new business processes, (2) transitioning to serve as the main brand administrator, (3) cleaning up user accounts that had not been actively managed for years, and (4) working with the Qualtrics vendor, local group administrators, my IT colleagues, and campus users as we refine a set of best practices for product usage and administration. Although this paper discusses a campus-wide implementation of Qualtrics survey software, I feel that the lessons I learned during this process could be extrapolated to the development of best practices for other products or IT services.

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### **"At Your Service", The NC State Experience Managing a Google Service Team**

*Sarah Noell, NC State University*

Paper/Presentation

Formed in 2010 after NC State “went Google,” the Google Service Team (GST), made up of staff from different units in the Office of Information Technology as well as representatives from across campus, has thrived and continues to meet on a regular basis. This service team model has addressed areas where “regular teams” within an IT organization may not be successful, such as a lack of a clear mission, or lack of representation from outside of the central IT organization. Additionally, service ownership has given a single point of contact, a diverse cross-functional (and cross-campus) team, and continuity in decision-making. The GST also helps streamline requests, issues, and escalations across teams as IT staff know where and how to funnel these items.

This presentation will discuss NC State’s Google Service Team (GST), including its mission and structure (including ties into governance), what makes it different from other teams in an IT organization, and the challenges and rewards for both the team members and customer base.

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**Student computing at J. Willard Marriott Library**

*Harish Maringanti, Marriott Library, University of Utah*

*Matt Irsik, Marriott Library, University of Utah*

Paper/Presentation

As student computing labs continue to evolve for the future, the makeup of these labs and the services that they provide are the subject of great discussion. From what software and systems to provide all the way to 3D printing and staff training, this presentation will focus on the future of student computing and technology needs. The Marriott Library at the University of Utah supports multiple student computing labs that offer a wide variety of systems, software, laptop checkout, 3D printing services, hardware checkout, remote software access, and more. As students continue to progress in their level of technology expertise upon entering higher education, this is forcing a massive change in the services that need to be offered for the future. This presentation will focus on the “Service Development & Management” aspects of student computing - what services students are asking for, development of needed services, management & assessment of services, funding models, and staff training to sustain these services.

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**Steinhardt Technology Services AV Team - The Road to Building AV Support in Higher Ed**

*Ray Pfaff, NYU Steinhardt*

Paper/Presentation

In this paper, we will discuss the formation and continuing evolution of Steinhardt Technology Services' AV Support Team. This unit was created to accommodate the rising number of request for support within Steinhardt's learning spaces over the last several years. Steinhardt Technology Services regards any classroom, conference room, lab, or flex space in which technology is being leveraged to achieve a university goal (be it administrative or instruction based) as a learning space. The AV Team was formed in April of 2015 and we will be using its brief history to delve into the successes and challenges of spearheading a new technology-based service within higher education.

We will be covering the changes that have occurred in the last year. We will discuss the expansion of the team from a single full-time staff member to the addition of two student workers. We will outline the resulting changes that occurred - from community demand to improvements to internal operating procedures. This discussion will include the approach taken in training, indoctrinating and communicating with the student workers as well as how their efforts and feedback has helped shape these processes and the future of the team. We will point to analytics pulled from our ticketing system to show the growth of the team's ticket volume as well as the diversification of the team's services from troubleshooting to event support, training and tech based recommendations in course design.

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## **A PetaFLOPS supercomputer as a campus resource: innovation and impact**

*Abhinav Thota, Indiana University*

*Ben Fulton, Indiana University*

*Robert Henschel, Indiana University*

*David Hancock, Indiana University*

*Matt Allen, Indiana University*

*Jenett Tillotson, Indiana University*

*Matt Link, Indiana University*

*Craig Stewart, Indiana University*

Paper/Presentation

In 1997, Indiana University (IU) began a purposeful and steady drive to expand the use of supercomputers and what we now call cyberinfrastructure. In 2001, IU implemented the first 1 TeraFLOPS supercomputer owned by and operated for a single university in the United States. Subsequently, in 2013, IU made a similar achievement at a 1 PetaFLOPS level: Big Red II, a Cray XE6/XK7, was the first supercomputer capable of 1 PetaFLOPS (theoretical) performance.

Supercomputing plays a strong role in IU's competitiveness for contracts and grants funding. The facilities and grants income from the teams that use Big Red II more than pays for the system costs itself. Currently, 176 disciplines and subdisciplines are represented on Big Red II with a wide variety of usage needs.

Indiana University has scaled up its resources and the use of its supercomputers across traditional and nontraditional disciplines. The critical learning from our experience is how such centrally-managed high performance computer systems can be used to foster innovation across many disciplines. The techniques we employed to achieve utility across the broad user community can be applied to campuses of many sizes and shared supercomputers and clusters of many sizes. Our primary goal in this paper and presentation will be explaining how you can foster innovation at your home campus, no matter what size of a cluster or supercomputer you can afford (and even if you can't afford any locally).

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## **Secure Data Management in an English speaking test implemented in general-purpose PC classrooms**

*Hideo Masuda, Kyoto Institute of Technology*

*Masayuki Mori, Kyoto Institute of Technology*

*Katsunori Kanzawa, Kyoto Institute of Technology*

*Yasushi Tsubota, Kyoto Institute of Technology*

*Yumi Hato, Kyoto Institute of Technology*

*Yasuaki Kuroe, Kyoto Institute of Technology*

Paper/Presentation

The Kyoto Institute of Technology Speaking Test: English for the 21st Century is being developed to assess the speaking ability of undergraduate students learning English as a lingua franca. The ultimate goal of this project is to introduce the computer-based English speaking test into its entrance examination to the graduate programs. Despite the high-stakes nature of the test, it needs to be implemented in general-purpose PC classrooms mainly due to financial constraints. Given the confidentiality, integrity and availability required of the sound data in such a test, a secure data sharing system needs to be established between the PCs used for the test and the servers prepared for the external raters to carry out the online evaluation of the data.

Also, the computer rooms must resume normal operation soon after the test administration. We administered the first two large-scale feasibility tests (approximately 700 students each) in January and December 2015. In this presentation we will demonstrate the Windows custom image and secure data sharing tools we have developed for the tests and also report on how they were operated in the actual administration of the tests.

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## **How can computational services facilitate collaboration between institutions?**

*Richard Knepper, Indiana University*

*Barbara Hallock, Indiana University*

*Jeremy Fischer, Indiana University*

*J-P Navarro, University of Chicago/Argonne Mat. Lab.*

*David Lifka, Cornell University*

Panel discussion

Researchers, scientists, engineers, granting agencies, and ever-more complex research problems have given rise to the scientific “collaboratory” - large organizations which span many institutions, with individual members working together to explore a particular phenomenon. These organizations require computational resources in order to support analyses and to provide platforms where the collaborators can interact. Participants will learn about the XSEDE Community Infrastructure (XCI) group, which assists campuses to use their own resources and promotes the sharing of those resources in order to create collaboratories improving use of the nation's collective cyberinfrastructure. Currently XCI works to provide toolkits and training, and collaborates with organizations such as ACI-REF, XSEDE Campus Champions, and Open Science Grid to identify tools and best practices that support the community. This panel session

brings professionals from all of the above organizations together to discuss the progress in and barriers to development of a robust collaborative environment where computational resources can be shared. Participants will be able to contribute to the session, and to XCI's future initiatives, with their own campus stories and needs. Our goal is to identify what the requirements are for the creation of flexible infrastructure to serve research communities and what these communities will look like in the future: what tools, standards, and training is required in order to support and foster cross-institutional research?

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### **I'm Just Making It Up As I Go Along: The Art of Improvisation in IT Support**

*Travis Freudenberg, Carleton College*

Lightning Talk

The challenge (and allure) of working in IT lies in the unexpected; in what new and exciting ways will things break today? The standard approach to troubleshooting is a tree or script based approach, which, while effective (and straightforward to introduce to new employees), can become stale and repetitious to both the client and support staff. In this lightning talk, I'll discuss how my music background has given me an unexpected skill set to use in my IT career, and how using improvisation can create happier clients and support staff.

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### **Managing Clickers at the Enterprise-Scale**

*Nargas Oskui, Oregon State University*

*Jon Dorbolo, Oregon State University*

Facilitated discussion

Clickers, also known as audience response systems are wireless hand-held devices used to conduct student participation in the classroom, often to credit attendance and measure understanding. This provides both student and instructor with valuable real time feedback.

In 2010-2011 we conducted an assessment of clicker use at Oregon State University. This investigation involved more than 80 clicker-using instructors from across the curriculum, several hundred students in pilot courses, core instructional support units, and peer institutions. The overall consensus result of these diverse stakeholders is that we should transition from Qwizdom to Turning Technologies as the centrally supported response system. We will share the assessment along with the feature matrix comparison of the major response systems available. This talk will go over the transition from Qwizdom to Turning, and then to the Cloud system in addition to clicker involvement at OSU consisting of: instructor training, clickers@osu workflow, scheduled class visits, instructor communications, turning communications, faculty senate, START = Enterprise Registration, extra-curricular use, assessment, and vendor research.

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## **Boldly Moving Forward with Windows 10**

*Elizabeth Rugg, UNC Charlotte*

Facilitated discussion

UNC Charlotte has intentionally moved from being a late adopter for Windows 7 to an early adopter for Windows 10. Learn how we approached the release of Microsoft's newest operating system for new machines, labs and to existing faculty and staff workstations. We will discuss the technical challenges we faced, the solutions we developed and our deployment methodologies. We will also discuss getting buy-in from decentralized IT partners and how they were engaged in this project.

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## **How to Develop a Service Catalog**

*Beth Rugg, UNC Charlotte*

Facilitated discussion

Regardless of your organization's service catalog maturity level, establishing an end-to-end process for managing your published service catalog is critical for your organization's success. We will explore an end-to-end process for developing and maintaining your service catalog, including lessons learned in higher education and industry best practices. This session will include an exercise to learn how to define and categorize your list of services, build a business case for catalog changes, and create a process for retiring a service. You will receive samples and templates of real-world service catalogs.

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## **Just apply for the \$&#! job!**

*Kristen Dietiker, Menlo College*

Lightning Talk

Maybe you think you need a new challenge. Or you've changed and your job hasn't. Or it has, and not in a good way. Maybe you want to be a manager. Director. CIO. Or switch to a whole new field within IT. So why haven't you applied? Not sure about moving? Or whether the salary would be "worth it"? Or if your experience measures up? So what? Just apply for the \$&#! job! Here's why.

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## **Our Student Staff: Specialty Roles and Professional Development**

*R Kevin Chapman, Carleton College*

Paper/Presentation

"The opportunity to work directly with students – to help them develop a set of practical professional skills to supplement their academic skills – is a wonderful prospect and would be a genuine privilege."

This closing line on my application to Carleton College over a decade ago still represents one of my driving goals when I come to work at the Helpdesk each day. We want to provide more than just a paycheck to our student staff; we want to provide opportunities and incentives for them to develop and grow. But there are limitations, including a fixed pay rate and limited hours.

One approach has been to develop various Specialty Roles, which address genuine needs of the organization while offering developmental opportunities to our student staff. We have Drop-Off Consultants, LabRats, AzTechs and more. The focus of each role is different, as are the types and levels of responsibility. But it still seemed like we could be doing more.

Then, an opportunity arose when the college developed a strategic plan tasking us to “prepare students more robustly for fulfilling post-graduation lives and careers”. With this mandate, we are now expanding these specialty roles to assist other teams within our own organization, and to partner with other support organizations on campus.

Join us as we talk about each of these specialty roles: how they developed, why they developed, and the expectations of each. We’ll discuss the new, bigger picture framework in which these roles exist with a view to meeting the goals of the strategic plan and providing more interesting opportunities for the growth and development of our student staff.

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### **Collaboration Made Easier - Working with Restricted Documents within Office 2013, OneDrive, and Office 365**

*Timothy Palumbo, Lehigh University*

*William Bettermann, Lehigh University*

Paper/Presentation

Lehigh University Athletics implemented restricted document editing in Office 2013 and OneDrive to allow staff to work collaboratively on a single document for a bi-annual departmental report. This presentation will cover the steps to convert an old business process of sharing over e-mail, sometimes hundreds of times, to a single document with restricted editing housed in OneDrive. Restricted editing prevents staff from editing parts of the document they are not responsible. Storing the document in OneDrive allows for versioning and access from almost any internet-connected device.

This presentation will focus on why Office 2013/OneDrive, in combination with Office 365, was chosen as the best solution for the needs of Athletics and how this solution is applicable across a number of business units. Included will be a demonstration from start to finish of setting up a restricted document to show just how easy it is to do. Improving existing business processes is an often overlooked function of IT, making features such as restricted editing incredibly valuable to a myriad of situations.

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**VDI: Third time's a charm when comes to Digital Signage.**

*Chris Wiesemann, University of Oregon*

Poster

Starting in 2010, and culminating in 2015, the College of Business at the University of Oregon experienced Digital Signage. This process began in 2010, with Virtual Desktops. This process ended in 2015, with Virtual Desktops. However, during the middle three years, Digital Signage ran on Mac Minis. This poster will show you how we display digital signage today. On hand we will show a current sign, working remotely, via a Virtual Desktop. The paper which accompanies this poster will outline our three step process, why we made the mistakes we did, and where we sit today.