

2019 NERCOMP Annual Conference Program

Monday, March 18, 2019

10:00 AM–5:00 PM

Registration Desk Open

Ballroom Foyer

12:00–1:00 PM

Lunch for Preconference Seminar Participants

Rotunda

1:00–5:00 PM

Preparing for and Delivering Cloud ERP Transformation (separate registration is required)

Transformation of legacy data and manual processes to a modern, cloud-based system presents challenges that institutions must consider when implementing a new technology. In this session, the presenters, industry experts, and cloud adopters will guide you through a road map of recommended approaches when planning a move to the cloud. Hear from industry experts from the Tambellini group, who will provide you with insight and unbiased analysis of the market. Learn about tools available to assist as you build the case for change in a manner that is straightforward and easy to present to executives, boards, and presidents. Once we have discussed making the case for change, we will address how to plan for the project to ensure that you deliver the value of cloud transformation. Through case studies presented by system implementers and an interactive customer panel, learn about considerations in the planning phase and the structuring of governance, design, and deployment, as well as the institution's transition to support. Examples include approaches to facilitating design and conversion, managing scope, and driving user adoption. If you know that your aging on-premise administrative and student systems can't keep pace with the needs of the modern institution but are not sure where to start to get the support, funding, and legacy data ready for a change, you won't want to miss this session!

Outcomes: Learn how to build the case for change • Learn what to do once you make the decision to move to the cloud • Understand key strategies for getting legacy data organized for cloud transformation • Learn about considerations in the planning phase and the structuring of governance, design, and deployment

XR: Mission Possible (separate registration is required)

Plamen Miltenoff, Professor/Information Specialist, St. Cloud State University

Randall Rode, Director of Campus IT Partner Relationships and Development, Yale University

Aura Lippincott, Instructional Designer, Western Connecticut State University

Daniel Getz, Multimedia Specialist, The Pennsylvania State University

Jonathan A Moore, MIS Academic Director, University of Connecticut

Kristi Newgarden, Assistant Director of Instructional Design, Charter Oak State College

Extended reality (XR) technologies (virtual, augmented, and mixed) are becoming mainstream. Faculty and students are implementing these technologies in a variety of disciplines and instructional contexts. Uncertainty about their potential impact remains, and many of us are just taking exploratory baby steps, never mind taking any "magic leap" to adoption. What inspiration can we take from others' projects? What challenges do we and our institutions need to be ready to tackle? What

learning outcomes have been achieved? What pedagogies have been successful? We will come together to see, hear, discuss, share, experience (XR), and plan our own next steps. The workshop is designed to facilitate and promote planning of entry-level XR projects by IT professionals, IDs, librarians, and others with a role in technology decision-making, support, and/or implementation. The session is limited to 25 participants.

Outcomes: Be able to distinguish between VR, AR, and MR approaches • Discuss examples of XR use in higher ed and their outcomes for learners • Discuss the pedagogy of XR • Identify potential challenges and needed support • Create an action plan for a project or ongoing learning

Security Fundamentals: Evaluating and Developing a Security Program (separate registration is required)

Track: Policy, Regulations, and Security

Antonio Crespo, Chief Information Security Officer, Wesleyan University

Jason E. Pufahl, Chief Information Security Officer, University of Connecticut

Brian Kelly, Chief Information Security Officer, Quinnipiac University

This workshop is designed to assist institutions with a limited information security staff in improving their security posture. The program will discuss a "security fundamentals" approach that prioritizes improving core operational practices using existing tools over implementing complex and expensive technologies. The program format is designed to promote significant discussion among participants to produce tangible deliverables. You will complete an assessment to gauge the strength of your security program. Using your assessment, you'll develop a security roadmap toward security improvements aided by collaboration with peers and session leaders.

Outcomes: Participate in an information security program assessment exercise • Discuss fundamental and advanced controls implementations relative to the assessment • Develop an Information Security Roadmap

3:00–3:30 PM

Refreshment Break for Preconference Seminar Participants

Outside Room 552

Tuesday, March 19, 2019

7:00 AM–5:15 PM

Registration Desk Open

Ballroom Foyer

7:30–8:30 AM

Breakfast

East Prefunction & Rotunda

8:30–9:15 AM

Collaborative Development: The Discovery Tool at Brown University Library

Track: Leadership and Organizational Development

Hector Correa, Senior Library Applications Developer, Brown University

Jeanette Norris, Metadata Management Librarian, Brown University

Come and learn how we organize our developers and librarians to work together on building the Discovery project at the Brown University Library.

Outcomes: Learn how we collaborate in decision-making, prioritize our development efforts, and identify opportunities for collaboration • Understand the need for a common language between IT and domain experts • Learn how to deal with distractions, detours, lack of resources, and other calamities

How Listening to People Makes Us All Better

Track: Leadership and Organizational Development

Joel F. W. Price, Technology Outreach Team Lead, Swarthmore College

Aixa Pomales, Director of Support Services, Swarthmore College

See people for what they are: a complex and wonderfully diverse group of teachers and learners. What are their needs and concerns, and how can your team help? Personalize your outreach, and watch your campus grow.

Outcomes: Understand the importance of human-centered design as it pertains to IT outreach • Learn how to build more effective relationships across departments • Create a collaborative resource document with other attendees

Enhancing Teaching and Learning on a Shoestring Budget

Track: Libraries and Scholarship in the 21st Century

Daniel Byron Fitzroy, Discovery & Metadata Services Librarian, Sacred Heart University

Urszula Lechtenberg, Instructional Design Librarian, Sacred Heart University

John "AJ" Scognamiglio, Instructional Designer, Becker College–Worcester

Paul Brydges, Instructional Technology Specialist, Becker College–Worcester

Rachael Kline, Assistant Director of the Office of Teaching, Learning, and Technology, Becker College–Worcester

Therese M. Ajtum-Roberts, Director of the Office of Teaching, Learning, and Technology, Becker College–Worcester

Two smaller higher education institutions will share the obstacles and accomplishments of trying to enhance teaching and learning initiatives with limited funds. This session highlights projects that showcase the curation, creation, and sharing of resources, to include: Open Educational Resources (OERs) and digital learning objects (DLO). Both projects reveal strategies for leveraging the capabilities of existing infrastructure to keep costs to a minimum by using existing campus resources such as LibGuides and the campus Learning Management Systems (LMS). This session discusses key collaborations, good instructional design practices, and the technical details of creating and sharing OERs and DLO materials.

Outcomes: Identify strategies for creating OER and DLO materials to enhance teaching and learning • Design effective paths of sharing OER and DLO materials with faculty and students • Examine best practices for using common technologies to organize and share OER and DLO materials

Vetting Before Getting: Procuring Accessible Information and Communication Technology

Track: Policy, Regulations, and Security

Kristina England, Communication Specialist, University of Massachusetts Central Office

Kelsey Sarah Hall, IT Accessibility/Assistive Technology Coordinator, University of Massachusetts Amherst

As you prepare for this workshop, you may be asking, "What is an accessibility compliance review? How do we prioritize products and services? How do I validate products?" This workshop will cover how the University of Massachusetts is vetting products, software, websites, and more to ensure WCAG compliance. Topics will include implementation of formal procurement standards, prioritization of products, and example RFP and contract language (what to avoid/what to emphasize). Join us to learn about the accessibility testing process, as well as the responsibilities of both the vendor and the procuring institution in ensuring accessibility for all.

Outcomes: Discuss foundational laws and standards dictating the need for equal and equitable access to ICT • Practice and engage with basic testing principles to ensure vendor product accessibility • Explore the inclusion of accessibility (when, where, how, why) as part of the overall procurement process

Modeling the Mix: Faculty Development for Blended Teaching and Learning

Track: Teaching and Learning

Kathleen Torrens, Professor, University of Rhode Island

Joannah Portman-Daley, Assistant Director, Online Education, University of Rhode Island

URI's Blended Teaching & Learning Initiative (BTLI) is a four-week faculty development workshop that models a blended course. The pilot emerged from the desire to arm faculty with strategic pedagogy and well-aligned course design, supporting EDUCAUSE's assertion that faculty development in blended and online pedagogy is a top priority for teaching and learning in higher education. We will describe URI's BTLI, showcasing the initiative's syllabus, course design template, and faculty feedback, and focus on helping session participants find the best mix of face-to-face and online activities to model blended teaching in their own faculty development programs.

Outcomes: Learn the rationale behind modeling blended pedagogy • Identify productive activities for in-class and online learning • Adapt an in-class activity for online delivery

9:30–10:45 AM

Digital Sociologies: How Inequality Shapes our Technologies

Track: Transforming the Student Experience

Tressie McMillan Cottom, Digital Sociologist, professor, writer and columnist, Virginia Commonwealth University

As a critical sociologist, Tressie McMillan Cottom researches and publishes on issues produced by our digital society. Her recent public intellectual work encourages us to consider how new digital inequalities shape our education institutions for good and for ill.

10:45–11:30 AM

Refreshment Break

Ballroom A–C (Exhibit Hall)

10:45 AM–12:00 PM

Exhibit Hall Open

Ballroom A–C

11:30 AM–12:15 PM

PMO 3.0: Transforming in a Time of Enterprise-Wide Change

Track: Leadership and Organizational Development

Jonathan Rotholz, Director, Project Management Office, The Pennsylvania State University

Terry L Branstetter, IT Project Manager, The Pennsylvania State University

Effective IT organizations are on the leading edge of change. Penn State's Project Management Office faces a triple challenge: maturing practices, remaining responsive to continuous demand, and evolving to align with an IT organization undergoing enterprise-wide optimization. Taking IT project management to the next level, we build on skills, processes, and relationships steeped in organizational culture and validated in practice. Our PMO has a new mandate to realign its organization, mission, and processes to support a reimagined organization. Efforts are under way to manage organizational change and advance PM practice with increased reach and impact across the university.

Outcomes: Assess what works and what won't work to improve PMO performance
• See PMO maturity as a work in progress and how to transform and scale up to support needs of the organization
• Understand the metrics and criteria used to assess maturity level in the PMO

Glider: An Open Source Platform for Developing Display Wall Applications

Track: Libraries and Scholarship in the 21st Century

E. Patrick Rashleigh, Data Visualization Coordinator, Brown University

Large-scale display walls have been popping up in academic libraries and campuses in general, but there are very few out-of-the-box software applications that showcase these significant hardware investments. You can build a custom solution, but this requires significant technical skills, infrastructure, and development time. At Brown University Library, we are developing an open-source web-based platform that will provide those with basic HTML/CSS skills the ability to create interactive, distributed display applications that leverage their display walls. This system, called Glider, is intended to be used for digital exhibits, interactive classrooms experiences, digital collections browsers, and other such applications.

Outcomes: Identify the challenges faced by library staff when tasked with supporting novel technology
• Understand how we can develop open-source projects to help the larger community address common challenges
• Become aware of the Glider project's goals, approaches, and applications—and potential utility in your particular context

Cloud, House, Hybrid: Where Are the Cost Savings?

Track: Systems and Solutions

Donald Innes Campbell, System Network Admin, Rivier University

We'll discuss a case study showing how Rivier University approached the situation from a financial and performance perspective. With four on-premise campus VMWare clusters, high-level university officials asked to explore moving all the server farms to the cloud. What we found may surprise you! There are few perfect situations. The most likely scenario, at this time, is hybrids.

Outcomes: Define what a cloud platform actually is • Explore the advantages of being in the cloud • Identify if your environment static or dynamic (think what happens to e-commerce websites on Black Friday) • Look at what the numbers say

Exploring an Evolving Landscape: Emerging Models for Instructional Design Practice

Track: Teaching and Learning

Denise Snyder, Director of Learning Technologies and Environments, Union College

Jeffrey Nugent, Director of Learning and Applied Innovation, Colgate University

We will offer brief vignettes of different models for supporting the development of instructional design roles and practice at two small liberal arts colleges (that do not offer online degree programs or courses). Importantly, these models will provide the opportunity to examine how the work of instructional design is being defined, where IDs are positioned within evolving IT organizations, and what has begun to show success, as well as directions for future development. The session will invite open discussion about organizational development and change as we think about contemporary models for support instructional design work in higher education.

Outcomes: Increase your awareness of the state of instructional design practice in higher ed • Gain an understanding of how other institutions are supporting instructional design work • Realize the value of sharing and evaluating emerging instructional design models to enhance teaching and learning

Creating and Sustaining Student Experiences for Future-Relevant Careers

Track: Transforming the Student Experience

Meenakshi Baker, Assistant Vice President, Operations Technology and Support Services, New York University

James M. Walsh, Product Designer, NYU IT, New York University

Technology is evolving more rapidly than ever, so how do we in the educational IT industry ensure that our students are prepared with future-relevant skills? This interactive presentation will feature New York University IT's Operations Technology Services and Support (OTSS) team, who will discuss their experience creating and sustaining student experiences for future-relevant careers in both the postsecondary and K–12 spaces. These experiences include both community outreach programs and student employment programs, with the focus on building knowledge, skills, and experience for software design and development and project management.

Outcomes: Learn how to create a student employment experience in your school that prepares students for future-relevant careers • Identify opportunities in your community to lead a project-based educational program for K–12 students • Understand ways to work with industry leaders to expand opportunities and keep learning current

12:15–1:15 PM

Lunch and Roundtable Discussions

West & East Prefunction & Rotunda

We invite you to join colleagues for a lunchtime roundtable discussion, where you can network with those who share similar interests or responsibilities and discuss topics of particular interest to you. A conference attendee will host each roundtable and facilitate the discussion. These sessions are designed to encourage you to

exchange experiences and insights with colleagues; additional lunch tables will be available if you would like to eat and network informally. Please note these tables are reserved for participants from educational institutions.

1:15–2:00 PM

Dessert and Refreshments

Ballroom A–C (Exhibit Hall)

1:15–3:45 PM

Exhibit Hall Open

Ballroom A–C

2:00–2:45 PM

Automation and AI in the Classroom

Track: Audiovisual and IT Services: Support Models and Practices

Kyle Sloane, Senior Media Applications Specialist, Brown University

TJ Kalaitzidis, Instructional Designer, Brown University

Kyle Nicholson, Media Services Technology Specialist, Brown University

Automation and AI pervade modern life. University classrooms must adapt for three reasons: they can enhance educational experiences; users will expect such technologies; and they can minimize IT overhead. In this session, we will cover the potentials, pitfalls, and our experience of introducing automation and AI in classrooms at Brown University.

Outcomes: Explore when automation is helpful vs. frustrating • Learn how to adapt existing technology to support classroom learning • Understand how changing technology can make spaces more accessible

3 Lessons from Servant Leadership

Track: Leadership and Organizational Development

Donna Petherbridge, Associate Vice Provost, DELTA, North Carolina State University

Leaders shape the culture around them through their actions, words, and decisions. As a servant leader, you strive to embody the qualities of a leader that people will follow voluntarily, whether or not you have a formal managerial position. Using a framework of servant leadership, which is the practice of leveraging a leadership role to help others be their best selves, this session will describe how leveraging influence instead of power, viewing your greatest resource—your people—holistically, and developing strong teams can improve both organizational culture and team performance.

Outcomes: Understand the importance and impact of servant leadership • Explore the practice of servant leadership • Identify actions that can be taken to successfully implement servant leadership

Creating an IT Policy Management Framework

Track: Policy, Regulations, and Security

Kari Costelloe, Policy Writer and Records Coordinator, University at Buffalo-SUNY

This presentation will focus on a process improvement measure, the IT Policy Management Framework, developed and implemented by UB's VPCIO office. The framework standardizes the project life cycle for IT policies and associated

documents. According to Colella (2015), policies support consistent performance and contribute to credibility. As such, policy management becomes a strategic organizational benefit, rather than an ad hoc task relegated to the bottom of a to-do list. You'll learn how the VPCIO's office developed and implemented the framework and, more importantly, how this framework is adaptable to your organization or unit.

Outcomes: Understand the IT Policy Management Framework and how it might be adapted for use in your organization • Discuss implementation opportunities and challenges • Identify best practices, strategies, and resources for successful implementation

LUapps: Software Anytime, Anywhere, on Any Device!

Track: Systems and Solutions

Amanda J. Caton, System Engineering Team Manager, Lehigh University

Gale D. Fritsche, Assistant Director, Computing and Distributed Support Services, Lehigh University

James M. Monek, Director, Technology Infrastructure & Operations, Lehigh University

Delivering applications efficiently to students is a challenge for any college or university. Students arrive on campus with a multitude of computing devices, and academic applications are becoming increasingly complex and difficult to install and maintain. In 2017, Lehigh University embarked on a project to evaluate, select, and implement a solution to be used to serve a number of academic applications virtually to students for any computing device, from anywhere on campus. This presentation will discuss how we approached defining the project requirements, as well as deployment, communications, challenges, lessons learned, best practices, and next steps.

Outcomes: Understand the benefits of using virtualization to provide access to software • Learn about the challenges we faced deploying application virtualization to students • Obtain best practices for embarking on a similar journey to virtualize applications • Identify marketing and communications strategies that can be applied to any campus-wide deployment

Ignorance Is Not BLES: Evidence to Impact Your Students' Experience

Track: Teaching and Learning

Tes Cotter Zakrzewski, Director of Learning Innovation & Technology, Wentworth Institute of Technology

Deborah Pepper, Senior Director, Massachusetts College of Art and Design

Ke'Anna Skipwith, Director of Online Learning, Wentworth Institute of Technology

Lisa Irish, Director of Faculty Development and Academic Affairs, Massachusetts College of Pharmacy & Health Sciences

Andrew Mirque, Manager Academic Systems & Learning Technologies, Simmons College

Karen Storin Linitz, Associate Dean, Emmanuel College

Misty Woodbury, Director of Academic Technology and Innovation, Emmanuel College

This highly interactive panel session will share findings from a three-year grant-funded Bettering Learner Engagement Study (BLES). Learn how five Colleges of the Fenway (COF) institutions used information collected from faculty, students, academic leaders, and other data to benchmark and make incremental

improvements. Data collection, analysis, and recommendations addressed how faculty members use their learning management systems (Blackboard, Moodle, Canvas); why they are not fully utilized; how current use is connected to student success; and in which ways usage can be improved. We will also consider the evidence for tools and practices that impact faculty adoption and impact student success.

Outcomes: Gain exposure to a cross-section of campus experiences in LMS utilization • Consider evidence for which LMS tools and practices have the greatest impact on faculty adoption and student success • Reflect on how these findings can help you make more informed decisions about LMS practices on your campus

2:45–4:15 PM

Poster Sessions

West Prefunction

2:45–4:15 PM

Student Technicians: Our Help Desk Success Story

Track: Audiovisual and IT Services: Support Models and Practices

Zachary Bardesco, IT Professional, University of Vermont

Travis Shawn Bartlett, Senior IT Professional, University of Vermont

Student employees are a valuable addition to any department; however, they are often underutilized and lack opportunities to gain the knowledge and skills needed to become an integral component of the team. Learn how we (the University of Vermont) crafted our help desk services and “success framework” to unlock the full resource potential of student technicians.

Outcomes: Learn how to incorporate student technicians in your help desk services • Learn how to create a training program to achieve a knowledgeable and capable student technician staff • Learn how to develop a training hierarchy to promote skill growth and allow techs to take on additional responsibilities

Ready, Set, Score! A Holistic Evaluation of Edtech

Track: Data-Driven Decision-Making

Jana Pirie, Learning Resource Vendor Manager, Southern New Hampshire University

Martha Patricia Petersen, Learning Resource Manager, Southern New Hampshire University

Given that nearly 200 of its online courses are powered by digital courseware, SNHU wanted to more efficiently and objectively evaluate educational technology. SNHU combined data from an interactive Courseware in Context (CWIC) evaluation tool on the LearnPlatform with custom vendor product and relationship scoring in order to benchmark its courseware products currently in use. In doing so, a custom vendor scorecard was created that allowed for more informed decision-making, targeted at the criteria SNHU deemed most important.

Outcomes: Understand a new way to objectively evaluate courseware products and their associated vendor relationships • Learn about the CWiC framework and LearnPlatform as evaluation tools • Identify the benefits of benchmarking vendor products

Organizational Mindfulness in Higher Ed IT: A Delphi Study

Track: Leadership and Organizational Development

Karen R. McArthur, Systems Administrator, Bates College

We'll feature a study that examined the opinion of higher ed IT professionals on organizational mindfulness and mindful organizing in aligning their department's organizational goals with the broader institutional mission. It used the Delphi methodology to seek consensus from experts in the field on the near future of the field and the place of IT in the strategic and operational directions of the institution it supports. The findings indicate that as IT services become more central to operational and strategic missions of colleges/universities, IT professionals rate this tool highly to align the organizational mission with the institutional mission.

Outcomes: Understand the concepts of organizational mindfulness and mindful organizing • Identify the usefulness of organizational mindfulness and mindful organizing in your organization

Creating Discovery in Student-Led Digital Humanities Projects: A Case Study

Track: Libraries and Scholarship in the 21st Century

Ashley Marian Champagne, Digital Humanities Librarian, Brown University

Jeanette Norris, Metadata Management Librarian, Brown University

We will present a case study that explains the metadata challenges in one Brown University Library student-led project, Opening the Archives, and the keyword strategy that we designed to make the project discoverable by its intended audience. Emma Wilson and Mary Alexander argue that exposing metadata work is "the heartbeat making DH projects usable, robust, preservable, sustainable, and scalable," but there are few examples of how student-led DH work has done so. Our metadata strategy includes collecting past keywords in the database, analyzing word frequency, and developing broad keywords to describe the documents in the database.

Outcomes: Learn how to develop a keyword strategy • Learn about the metadata challenges and successes of one student-led DH project

Improving Retention with MURAL: Mentoring, Undergraduate Research, and Augmented Libraries

Track: Libraries and Scholarship in the 21st Century

Ana Fontoura, Dean of Gill Library, College of New Rochelle

The MURAL intervention focuses on increasing access and completion for underrepresented, underprepared, low-income, and minority students. MURAL employs a form of academic support that incorporates librarian mentorship and instruction of information literacy and writing skills to develop enhanced undergraduate research skills, which leads to increased retention and persistence toward graduation. We will discuss the study's results as well as the challenges and successes of implementing this program in CNR's School of New Resources (adult population).

Outcomes: Explore the MURAL program as well as its evaluation and results • Infer outcomes of the study and understand the value of librarians and writing support on retention efforts • Apply MURAL findings to your institution

Information Warfare and Information Literacy

Track: Libraries and Scholarship in the 21st Century

Peter Rogers, Librarian, Providence College

We will examine the relationship between "information warfare" as an emerging concept in the field of security studies and "information literacy" as a long-running and evolving focus of academic librarianship. The recently developed framework for information literacy provides a lens for understanding theories and experiences of information warfare. This approach creates an opportunity to explore the ways in which information literacy instruction based on the framework can be used to provide students with the ability to identify and resist information warfare initiatives to which they are exposed.

Outcomes: Learn the basics of current thinking on information warfare • Understand how the framework for information literacy can be used to study information warfare • Learn ways in which information literacy can be taught so as to provide learners with an ability to resist information warfare

Innovations in HBS Library's Research Data Program

Track: Libraries and Scholarship in the 21st Century

Katherine McNeill, Research Data and Collections Librarian, Harvard Business School

In recent years, Baker Library at the Harvard Business School has developed a formal matrix program to support the use of data in research. These services build on academic libraries' long-standing history of data services, which in recent years has evolved to extend further across the entire research data life cycle, often in collaboration with other research support partners across the university. This poster will highlight innovations in the library's Research Data Program in areas such as life-cycle data management infrastructure, tracking the research data outputs of its faculty, and options for long-term management of data.

Outcomes: Understand how academic libraries are supporting the use of data throughout the research life cycle • Identify opportunities for potential new areas of service for your organization • Converse with peers around their services

Making Library Online Tutorials Rock by Office Sway

Track: Libraries and Scholarship in the 21st Century

Shu Qian, Teaching and Learning Librarian, Worcester State University

From screen captivate software to digital storytelling application, librarians are always looking for the best way to make interactive online tutorials in order to help students master the information literacy skills. We focused on Office Sway because it perfectly meets our expectation and budget. Sway is an easy-to-use app from Microsoft Office that's free to use for anyone with a Microsoft Account. We use Sway to create tutorials including "How to navigate databases," "How to locate journals by title," and more. Since learners can control the pace of learning, better learning outcomes are expected.

Outcomes: Learn how to use the free app Sway to make interactive library tutorials • Learn how to embed the tutorials into library websites or LibGuides • Learn how to choose the tutorial software best for your library

Applying Machine Learning to Improve Incident Routing and Response

Track: Systems and Solutions

Kevin L. Kane, Manager of Student Systems & Web Applications, Wesleyan University

Educational institutions possess an enormous amount of data that could be used to apply machine learning and artificial intelligence to solve everyday problems. These techniques are not out of reach of small institutions. We will examine a project that uses these techniques to improve incident routing and classification at Wesleyan.

Outcomes: Learn how machine learning and AI can be applied to problems facing small to medium-sized institutions • Understand how to frame problems such that these techniques can be applied

A Domain of One's Own: Take Control of Your Digital Identity!

Track: Teaching and Learning

Adam J. Engel, Instructional Technologist, Emerson College

Korina Figueroa, Instructional Developer, Emerson College

Emerson's College's Domain of One's Own program (DoOO), Emerson.build, provides an authentic web development experience and allows users to take ownership of their digital identities. Our community uses .build for building careers, managing portfolios, learning how to make personal websites, and installing experimental plugins for systems like WordPress and as a site for handling interactive media projects. We will discuss the pros and cons of Emerson.build and address common questions regarding DoOO, such as why we chose this system. We will also share resources about DoOO's philosophy and implementation at other schools, as well as our public documentation.

Outcomes: Define DoOO and contrast it to multisite WordPress installations • Explore the value of open source and true ownership of digital content • Understand challenges inherent in rolling out DoOO • Explore several use cases for DoOO • Get resources describing DoOO, examples of DoOO implementation, and open-source DoOO documentation

Creating Video Content for Active Learning

Track: Teaching and Learning

Sarah P. Kunze, Instructional Designer | Innovative Media, Colgate University

Micah Dirkers, Student, Colgate University

Many of us use video in our teaching, either something interesting we find online or content that we are creating for our students. What if you could annotate these videos like we can text? What if you could add context? What if you could add a layer to help your students make the connections that you saw when you found that video? How about questions to check for understanding? What if you could tell who watched it and insert quick questions to quiz them? Now you can, and it's easy and integrated into most LMSs, Google Sites, or WordPress.

Outcomes: Identify key differences between passive and active video consumption • Identify areas in your practice where interactive video can make a difference • Understand the process for adding context and knowledge checks to video

Save Blackboard: An LMS Training Game

Track: Teaching and Learning

Kristina McElroy, Director of Academic Technology, Lesley University

Faculty often attend unengaging LMS trainings and are then unable to remember and apply the information presented. To address this, the eLearning Support & Training team turned the traditional Intro to Blackboard workshop into a game. Faculty are encouraged to work together to complete the series of tasks by teaching themselves how to use and navigate the LMS, as well as discovering and using existing resources, including each other. In this session, we will review the different versions of the game and the advantages and weakness of each version, as well as the overall strategy.

Outcomes: Explore the structure of a game-based LMS training • Discuss the pros and cons of a game-based LMS training • Evaluate when this type of strategy might be appropriate

The World in Your Classroom: The Experience Catalogue

Track: Teaching and Learning

Daniel Getz, Multimedia Specialist, The Pennsylvania State University

Nicholas J. Smerker, Traveling Media Consultant, The Pennsylvania State University

Immersive content offers educators the ability to open doors from their classrooms into the lives of others, into ordinarily hidden worlds and even the farthest reaches of the universe. How can we best contextualize this 360-degree and VR material to ensure that its teaching value is recognized and readily explained across disciplines? The IMEX Lab at Penn State's Media Commons aims to do just this with its Experience Catalogue. Learn more about its development and delve into the growing collection of curated and faculty-suggested materials.

Outcomes: Discover a resource that makes finding educationally valuable immersive content easy • Learn more about uses of 360-degree video and VR in the classroom • Experience content firsthand using a variety of state-of-the-art, approachable technology

Using Classes as an Opportunity to Improve Student Digital Footprints

Track: Teaching and Learning

Joshua Elliott, Director of Educational Technology, Fairfield University

The days of creating a three-ring binder for a final project are gone. Courses can be used as an opportunity for students to learn about and improve their digital footprint—how someone appears on the Internet when searched. This session will focus on why this is important and specific strategies and ideas for classes.

Outcomes: Understand the concept of a digital footprint and the benefits of having a positive digital footprint • Learn about strategies for the classroom Learn how to incorporate these strategies into your courses

Leveraging E-Portfolios to Enhance the First-Year Experience

Track: Transforming the Student Experience

Paul Gargiulo, Assistant Director, EdTech & User Services, West Chester University of Pennsylvania

Evan Trivits, Instructional Technology Specialist, West Chester University of Pennsylvania, West Chester University of Pennsylvania

The first year of college can be an overwhelming challenge for many students. As part of a pilot program to help create a strong foundation for academic success titled First-Year Experience, e-portfolios were leveraged as a reflection and collection tool by students. We will provide an overview of the program and the training and support model developed, as well as key takeaways from the pilot from the IT perspective.

Outcomes: Explore the benefits of e-portfolios in student reflection and demonstration • Learn how e-portfolios complement a first-year experience program • Compare a train-the-trainer vs. customized-training resources support model

3:00–3:45 PM

Digital Libraries Community of Practice Meeting

Mary Moser, Engagement and Advancement Librarian, University of Massachusetts Boston

Libraries are changing in numerous, significant ways. More and more frequently, these changes involve collaboration with partners both within and outside our traditional wheelhouses: faculty, IT, instructional designers, institutional research, student activities, residential life, advancement, and even the students themselves. What are some projects your library has undertaken recently that have required you to "think outside the box" when it comes to recruiting partners? Which campus partners are on your list of possible "library dream team" members but you have not yet been able to get them to the table for a formal collaboration? What are the barriers and challenges that stand in the way of collaborative relationships, both traditional and nontraditional? What are some of the benefits that can be realized when libraries think creatively about who can and should be a part of their A-Team? Library staff and friends of libraries alike are welcome at this discussion that will allow all to return to their home institutions with a fresh set of eyes tuned toward collaborative opportunities and strategies for making these collaborations run smoothly.

Information Security Community of Practice Meeting

Brian Kelly, Chief Information Security Officer, Quinnipiac University

Join us in person to talk (versus type) about our community of practice (CoP). We are focused on sharing information security-related trends and best practices within higher educational organizations. Topics include information security awareness education, emerging trends, and threats and privacy/security-related legislation. Because information security (or cyber, as the kids say) is everyone's responsibility, this group/session is open to anyone with a responsibility or interest.

Initial Lessons from and Ideas for the NERCOMP Leadership Ecosystem

Stan Waddell, Chief Information Officer, University of New Hampshire

Frederick Kass, Associate CIO, Trinity College

Michael Cato, Senior Vice President and Chief Information Officer, Bowdoin College

Cindy J. Mitchell, Chief Information Officer, Colby College

Lisa Trubitt, Assistant CIO for Strategic Communications, University at Albany, SUNY

In 2018 NERCOMP launched the Leadership Ecosystem to create a digital community around our array of professional development offerings. The ecosystem is envisioned as a resource to help bridge the spaces between these event-based experiences by providing a platform for ongoing dialogue, shared learning, and collaboration. While still in the first months of its existence, the ecosystem has

already hosted conversations on topics such as opportunities and challenges in leadership, career development, cybersecurity, and developing your leadership potential. You'll have an opportunity to engage in dialogue with those facilitating the effort, especially to offer feedback and ideas on approaches that might make it more useful to the broader community.

Project Management Community of Practice Meeting

Jennifer Smith, Director of IT Project Management, The New School

Project Managers as Strong Leaders As project managers, we are responsible for developing and managing technology projects and their cost, time, and scope. We plan, communicate, allocate tasks, and monitor milestones. In today's VUCA (volatile, uncertain, complex, and ambiguous) world, how can we become inspired, resilient leaders to support our project teams? Join fellow project managers to discuss the role of the project manager as strong leaders. Some topics for our discussion include supporting high-performance teams, engaging and motivating team members, cultivating emotional intelligence, and building skill sets.

Women in IT Community of Practice Meeting

Rachel Schnepfer, Director of Academic Technology, Wesleyan University

The informal gathering is an opportunity for networking with colleagues and peers to discuss issues that impact women in higher education IT. Your contributions and involvement are key to our success of the group, regardless of where you fall in the organization.

4:15–5:00 PM

Expanding Possibilities: Creating a Successful Faculty Computer Replacement Program

Track: Audiovisual and IT Services: Support Models and Practices

Teresa W. McCarver, IT Helpdesk Manager & Adjunct Instructor in Business Administration, University of Mississippi

Penny Rice, Manager of Instructional Technologies and Faculty Technology Development Center, University of Mississippi

Now in its 20th year, the University of Mississippi's TACIT program provides for the cyclical replacement of faculty technologies, including Windows- and Mac-based desktops, laptops, and iPads. TACIT is a joint project sponsored by the Office of the Provost and administered by Academic Computing. Its goal is to put new technology in the hands of faculty and to do so efficiently, leveraging cost savings by purchasing in bulk, simplifying setup and support via system standardization, and providing training opportunities to promote faculty development. Join us to learn key components of a successful faculty computer replacement program.

Outcomes: Learn how and why UM's faculty computer replacement program has evolved • Identify critical components of an effective and efficient faculty computer replacement program • Recognize how faculty development and IT support play key roles in a successful program

Creating a Cloud Architecture for Enhanced Reporting, Data Visualization, and Analytics

Track: Data-Driven Decision-Making

Jake Holmquist, CIO, Manhattan College

Bridget Miller, Director of Institutional Effectiveness, Manhattan College

Building on an existing reporting platform (Argos), we have adopted several tools within the Google Cloud ecosystem to address evolving needs for better reporting, analytics, and data visualization at Manhattan College. With limited resources and no ODS/EDW solutions in place or in the budget, we turned to the cloud, adopting tools such as Google Cloud Storage, Big Query, and Data Studio, to meet our needs.

Outcomes: See how to extend your current reporting solution with Google Cloud Data Studio • Learn how to build and share interactive dashboards with no programming required • Experience BYOD (bring your own data) to allow you to iterate more rapidly and gain quicker, more powerful insights into your data

Digital Transformation: What You Need to Know

Track: Leadership and Organizational Development

Susan Grajek, Vice President, Communities and Research, EDUCAUSE

Malcolm Brown, Director of Learning Initiatives, EDUCAUSE

The many recent advances in information technology have reshaped products, services, and professions, as well as the way we live our daily lives. Higher education is no exception to the impact of IT, although in many ways our industry has remained relatively insulated. No longer. Higher ed leaders are beginning to recognize the opportunities digital transformation (DX) affords to improve student outcomes; transform teaching, learning, and research; and foster new business models. Yet the concept is vague, the potential outcomes uncertain, and the actual work of digital transformation a black box. EDUCAUSE has embarked on a DX initiative that seeks to help higher ed institutions understand the benefits and the importance of digital transformation. Our work will guide colleges and universities through the major shifts in culture, workforce, and technology that will be required to take advantage of the promise of digital transformation. We will use concrete examples from colleges and universities to you understand and envision the future of higher ed. We'll also address the importance of collaborating across institutional silos.

Outcomes: Explore the importance of DX in higher education • Understand the DX impact on workforce, culture, and technology • Plan for next steps you can take at your institution

Faculty-Appointed Committee Drives Success of Academic Technology Services

Track: Leadership and Organizational Development

Matthew Pellegrini, Instructional Technology Specialist, Arcadia University

Valerie Green, Senior Instructional Designer, Arcadia University

Tori Waskiewicz, Senior Instructional Designer, Arcadia University

Timothy Belloff, Director of Academic Technology, Arcadia University

Is your institution struggling to implement change in this ever-challenging budget environment? Have you made decisions that ultimately are unpopular with the faculty because they have had no say? In our panel discussion, members of Arcadia's Academic Technology Services Team along with a representative from the faculty-appointed Academic Technology Services Advisory Committee will discuss how they have been able to partner to make informed decisions that best serve the entire university community.

Outcomes: Explore options on incorporating faculty into technology decision making processes • Understand budget constraints and how they relate to the decision-making process • Identify areas where your institution could implement strategies similar to ours

High Tech and High Touch: Synchronous Online Library Workshops

Track: Libraries and Scholarship in the 21st Century

Lindley Homol, Manager of Global Campus Engagement and Online Learning, Northeastern University

If your campus has seen an increase in online, distance, or adult learners, you might be wondering how to support the unique research and information literacy needs of this nontraditional student population. This session will explore how a library liaison to an asynchronous doctoral education program piloted a series of online, active learning workshops for new students. These workshops, which were delivered synchronously, utilized a series of technological tools to foster the engagement and participation more typical of a face-to-face session and increased students' comfort level with conducting library research.

Outcomes: Identify learner groups at your institution who could benefit from a synchronous workshop format • Identify the necessary technological components for hosting an online active learning workshop • Identify possible workshop topics suited to an online format

5:00–6:15 PM

Reception

Ballroom A–C (Exhibit Hall)

Wednesday, March 20, 2019

7:15 AM–3:15 PM

Registration Desk Open

Ballroom Foyer

7:30–8:30 AM

Breakfast

East Prefunction & Rotunda

7:30–8:30 AM

Professional Development Coordinators Breakfast (by invitation only)

Room 556

8:30–9:15 AM

Who Moved my Cloud? Getting Faculty Acceptance of Technology Change

Track: Audiovisual and IT Services: Support Models and Practices

David J. Blezard, Senior IT Manager, University of New Hampshire

Faculty, who must rely on the teaching/learning tools we select and implement, complain that they cannot keep up with the pace of what's new. The University of New Hampshire has developed a model for replacing products. It gathers and values faculty input and keeps them informed. Using the recent example of our migration of lecture capture services to Kaltura, we will share both technical and interpersonal successes and lessons learned. Through discussion and activities,

you'll see how our model can be applied to your campus, leading to increased buy-in and adoption of the tools.

Outcomes: Explore strategies to engage faculty in the process of evaluating and adopting new technology • Identify items to include and exclude from communications to stakeholders • Identify a potential product for review at your institution, explore pitfalls related to changing this product, and understand how to avoid them

Sharing Curricular Landscape and Growing a Data-Informed Culture at U-M

Track: Data-Driven Decision-Making

August E. Evrard, Professor of Physics and Astronomy, University of Michigan–Ann Arbor

Amy Homkes-Hayes, Lead Innovation Advocate, University of Michigan–Ann Arbor

The academic nature of a higher education institution is reflected in the collective of student, faculty and staff outcomes in and beyond the curriculum. Important questions arise about how and what data to share with various communities. Who should have access, and to what level of detail? At the University of Michigan, we are responding to these questions by sharing aggregate views of the academic landscape via the Academic Reporting Tools (ART 2.0) service. By offering the U-M community uniform visualizations of data on courses, majors, and instructors, ART 2.0 fosters ongoing efforts to grow a sustainable community of practice around curricular information. Join us as we introduce the history, examine the current state, and share our vision for the future of academic data sharing at Michigan.

Outcomes: Learn how to spin up an ART 2.0-like service on your campus • Understand why U-M decided to show student data back to students • Explore the advantages (and limitations) of sharing SET, course, and major data • Examine multiple stakeholders involved in launching ART 2.0 and how to increase buy-in

Aligning Technology with Strategic Plans

Track: Leadership and Organizational Development

Sean Moriarty, Chief Technology Officer, SUNY College at Oswego

Deborah Gelch, CIO, Curry College

Carol Thomas, Vice President, Technology and Marketing Communications, New England College

Aligning technology investments to meet the needs of today's connected generation is fundamental to fulfilling our strategic plans. But implementing key parts of the plan can be challenging. How do we innovate to meet student demand, enhance the learning-living experience, and create a sustainable business model—all at the same time?

Outcomes: Better understand edtech best practices • Learn how to prioritize your technology investments to help your campus innovate and stay relevant • Learn more about sustainable funding models that include creative funding models, capex versus opex, and shifting capex burdens to third parties

Privacy Gaps in Mediated Library Services

Track: Libraries and Scholarship in the 21st Century

Micah Altman, Director of Research, Libraries, MIT

Privacy underpins both individual agency and societal intellectual freedom. In this presentation, we will examine how patron privacy is protected in theory and practice when accessing electronic resources. We find that the transition to digital content has created significant gaps in privacy protections: when the library provides content through third-party services, patron data may be used in unanticipated ways that conflict with library and patron values.

Outcomes: Recognize core privacy principles for libraries • Increase your familiarity with privacy controls • Understand the potential privacy risks posed by vendor-mediated content • Identify potential strategies to reduce these risks

Hyperconvergence and Virtualization

Track: Systems and Solutions

Donald Innes Campbell, System | Network Admin, Rivier University

Hyperconvergence—Rivier University went from 49 rack units to 9! Hear the case study comparing and explaining older server and storage technology versus a hyperconverged architecture using VMWare and Nutanix that Rivier University deployed for its virtual desktop infrastructure, allowing campus-wide VDIs to spin up in as little as 18 seconds and reducing rack space as well as energy consumption by 80%.

Outcomes: Learn what hyperconvergence really means • Learn about the advantage of VDIs on a hyperconverged architecture • Understand how Nutanix works

Adventures in Academic Accessibility: From Curious to Call to Action

Track: Teaching and Learning

Bruce Alan Howell, Accessibility Services Manager, The Carroll Center for the Blind

Adam J Engel, Instructional Technologist, Emerson College

Natalie Hebshie, Creative Instructional Designer, Emerson College

Tes Cotter Zakrzewski, Director of Learning Innovation & Technology, Wentworth Institute of Technology

Jennifer Stevens, Director, Instructional Technology Group, Emerson College

Ke'Anna Skipwith, Director of Online Learning, Wentworth Institute of Technology

Korina Figueroa, Instructional Developer, Emerson College

Karmon Runquist, Director of Web Services, Wentworth Institute of Technology

Bridget McNamee, Associate Director of Disability Services, Wentworth Institute of Technology

Where is your school on the journey toward accessible digital content? Wrestle with the challenges, decisions, policies, partnerships, instruction, and implementation of an array of solutions. Learn how Emerson College and Wentworth Institute of Technology promote accessibility standards and implement them in their LMS tools (Canvas and Bb Learn). Tap into the collective wisdom of colleagues to walk away with new questions, ideas, and practical strategies! We invite technologists, designers, and educators to imagine a future in which remediation is not an overwhelming task but instead an automatic part of content design.

Outcomes: Experience a demonstration of how assistive technology navigates digital content • Identify practices and tools used to meet WCAG 2.1 AA standards for website and course content • Consider actions your institution can employ to

influence long-term digital accessibility on campus through partnerships and strategies

9:30–10:15 AM

NERCOMP Vendor Licensing Overview

Room 556

NERCOMP and SHI will provide a briefing on the NERCOMP licensing agreements available to the membership, highlighting the upcoming Adobe renewal, as well as other partners including Microsoft, Workday, and LinkedIn Learning/Lynda.com. All schools are encouraged to attend.

9:30–10:15 AM

Models for Analyzing and Enhancing Multimedia Services

Track: Audiovisual and IT Services: Support Models and Practices

Katie Surkin, Senior Manager for Client Relationships & Support, Bryn Mawr College

David Consiglio, Director of Assessment & Learning Spaces/Director of MISO Survey, Bryn Mawr College

Melissa Kramer Cresswell, Director of Client Engagement and Planning, Bryn Mawr College

In this presentation, we will share our understanding of what makes multimedia and classroom technology service delivery successful. Our mixed methods approach to analyzing multimedia service delivery yields broadly applicable recommendations for designing a sustainable service model at your institution. We will frame the results of our study with repeatable practices for assessing your own service and planning for its future.

Outcomes: Understand the challenges of providing multimedia services on a small college campus • Explore a repeatable method for assessing and updating an IT service • Learn strategies for optimizing multimedia services on your campus

Anybody There? Leveraging Wireless Data to Solve Real-World Problems

Track: Data-Driven Decision-Making

Kevin Patrick Murphy, Manager, IT Service Management, Tufts University

David DeChellis, Manager, Network Services, Tufts University

Building on our goal of bringing big data to the forefront at Tufts, we are leveraging new sources of data and unique methods of analysis to attempt to answer a variety of questions being asked by university leadership. While our natural instinct is to solve IT problems, Tufts Technology Services is improving student success by answering questions that relate to student trends such as intercampus travel patterns, room scheduling, and optimization. Leveraging data points resident in the campus wireless logs, executives can now get objective data en masse where traditional methods used in the past were either subjective or lacked an appropriate sample size.

Outcomes: Learn to think outside the box about how IT data can benefit institutional initiatives at the highest level • Think about how to approach individuals about determining the "value" of data, which is tied to core competences an IT organization can offer • Learn how to sell the data story

Building Trust Through IT Service Cost Transparency

Track: Leadership and Organizational Development

Michael E. Cyr, Director, Architecture & Service Management, University of Maine System

How does an IT organization determine the cost of its services? How does service cost intelligence help with strategic, portfolio, and project planning? Does transparency of IT service costs increase trust of IT by campus leadership? Is IT service costing worth the time and effort? In 2018, the centralized IT organization for the seven campuses of the University of Maine System undertook an IT service costing project to answer these questions. We will share our experience, the hurdles we encountered, our methods, and an overview of findings to help you determine if IT service costing is a viable opportunity for your campus.

Outcomes: Learn about IT service costing and the opportunities it offers for relationship building and IT strategy and planning • Discern the factors in designing a service costing model and how they interact • Understand the basic prerequisites, activities, tools, and costs involved in completing an IT service costing project

Blending Library and IT Services in a Community College Setting

Track: Libraries and Scholarship in the 21st Century

David Arivella, Academic Technology Assistant, Northern Essex Community College

Mike Hearn, Director of Libraries, Bentley Library, Northern Essex Community College

Library and IT services are responsive to the same students within college and university settings but can have different missions or visions. While it is not uncommon to merge these units, doing so will not necessarily improved the overall student experience. Strategically blending the library and IT services may be an effective approach to consider. Northern Essex Community College has successfully used this model during the past three years, and the library's perspective on this change, and its impact on academics, will be presented.

Outcomes: Understand the factors that led to NECC blending its IT and library services • Interpret data that measures the impact of blending IT and library services • Identify processes necessary to effect a blended approach at other institutions

Implementing the LSRS Across Campus: Multi-Institutional Perspectives

Track: Teaching and Learning

Annie Rota, Director of Academic Technology for the Faculty of Arts and Sciences, Harvard University

Michael Goudzwaard, Learning Designer, Dartmouth College

Deborah Sears, Learning Spaces Instructional Technologist, Harvard University

The Learning Space Rating System (LSRS) helps institutions measure their classrooms' potential to support active learning and can be used at all stages of planning and design. This session will explore the challenges and opportunities for institutions with old campuses to use the LSRS to evaluate their classroom portfolios, inform strategic planning, and plan renovations.

Outcomes: Identify how the LSRS can be used to improve assessment of classroom spaces • Explore how the LSRS can be used in planning and design, from projects to entire portfolios • Discuss implementing the LSRS across an

ecosystem of classrooms and how it can be used to facilitate positive change across campuses

Improving the Student Technology Experience: MyUTampa

Track: Transforming the Student Experience

William Arnold, IV, Director, Information Security, The University of Tampa

Tammy L. Clark, Vice President, Information Technology & Security, The University of Tampa

Students are used to convenience and ease in accessing familiar applications they use. Having to remember multiple logins and passwords can be daunting. In collaboration with Enrollment Management and the Provost's Office at the University of Tampa, we worked over two years to provide students with MyUTampa, a portal that allows students to sign in with a single login to access solutions they need to register for classes, upload immunization forms, register for housing, etc. This presentation will discuss our initiative and how we continue to see a positive impact in our student population's experience accessing the technology resources they need.

Outcomes: Learn how institutions like UT are moving forward in embracing a cloud-first strategy • Understand the importance of developing an effective identity management strategy when putting apps in the cloud • Embrace the need to communicate and collaborate effectively with key university stakeholders

10:15–11:15 AM

Exhibit Hall Open

Ballroom A–C

10:15–11:15 AM

Refreshment Break

Ballroom A–C (Exhibit Hall)

11:15 AM–12:00 PM

Using Service Desk for IT Incident Management

Track: Audiovisual and IT Services: Support Models and Practices

John Brown, Director of Campus Services, University of Maine System

Aaron Gagnon, Director of Campus Services, University of Maine System

Angel Marie Allen, IT Project Manager, University of Maine System

The University of Maine System recently implemented Jira Service Desk as their IT Incident Management and Service Request platform. Join the key members of the project team as they share lessons learned from highs and lows of this initiative. This session will cover both the organizational hurdles that come with consolidating and moving to a new IT ticketing system, as well as the specific benefits and challenges to using Jira Service Desk as that tool.

Outcomes: Learn about the pros and cons of using Jira Service Desk as your IT ticketing system • Understand the challenges you might face in taking on a similar project • Identify the steps needed to deploy a new ticketing system in your organization

Taking Care of Business: Aligning IT with Institutional Priorities

Track: Leadership and Organizational Development

Karen Warren, Deputy CIO, Wesleyan University

David J. Baird, VP/CIO, Wesleyan University

Do you struggle with the annual goal-setting process? Do your campus constituents all believe that their areas and projects are the highest priority? Join us for an interactive session that will help you align campus leadership on mission-critical priorities, giving your people the mandate to focus more of their time and energy on fewer objectives. We'll look at this challenge from the cabinet level as well as the IT department level and provide examples of transforming traditional SMART goals into objectives and key results (OKRs) that force alignment and improve performance.

Outcomes: Learn the value of defining objectives that address your Present, Past, and Future challenges • Develop the ability to align your IT and Institutional leaders on a limited number of mission-critical priorities • Transform an existing IT goal into an OKR

Creating a Security Fortress in Your Active Directory Environment

Track: Policy, Regulations, and Security

David Rowe, Active Directory Security Engineer, Harvard University

Idle permissions and forgotten accounts are two key areas ripe for compromise in your identity system. Learn how an attacker can use back doors in your Active Directory environment to gain access to your systems, applications, and confidential information. Find out how a few minor changes by your administrators can increase your security footprint and lower your attack surface.

Outcomes: Be able to analyze the difference between your AD domain with Microsoft ESAE standards • Identify (in)direct paths to compromise in an AD environment • Deploy ESAE on your production domain

LinkedIn Learning/Lynda.com Across Your Campus

Track: Systems and Solutions

Joel F. W. Price, Technology Outreach Team Lead, Swarthmore College

Linda Embardo, Technical Training and Communications Manager, Berklee College of Music

Justin McKenzie, CIO, Lincoln University in Pennsylvania

Laurie Burruss, Professor Emeritus, Pasadena City College

Stephanie Obodda, Assistant Director, IT Communications and Training, Brown University

Join a panel of colleges currently using LinkedIn Learning with Lynda.com content, moderated by Laurie Burruss. See how different stakeholder at different colleges are using Lynda's library to enhance, engage, and elevate informal and profession learning for all student, faculty, staff, and administration. These colleges will share their unique perspectives and best practices.

Outcomes: Examine case studies of current institutions implementing and integrating LinkedIn Learning • Share best practices for engaging learner across the entire campus ecosystem • Explore new features of personalization like the Skills Match Index, Curriculum Mapping, and Customer Success Support

Removing Barriers: Programming Outside Computer Science Courses

Track: Teaching and Learning

Catherine Zabriskie, Director, Academic Technology Services, Brown University

Maximilian King, High Performance Computing Application Scientist, Brown University

TJ Kalaitzidis, Instructional Designer, Brown University

Programming is a valuable skill to learn science and conduct research for students of disciplines other than computer science, but non-CS instructors are challenged by how to introduce programming without overwhelming their students. We are using Jupyter Notebook, an open-source web application, to deliver discipline-specific programming modules. Colleagues across departments (data science, academic technology, and the Center for Computational Visualization and Physics) developed an approach to make programming accessible for students with little or no experience. Join us for an overview of the project, technical details of the solution, and results of initial use—a "winner," according to the instructor.

Outcomes: Assess access to developing programming skills on your campus • Engage instructors and colleagues in conversation to address your campus needs • Apply technical solution to address your campus needs

The AAA of OER: Accessibility, Availability, and Affordability

Track: Teaching and Learning

Kevin Corcoran, Executive Director, Digital Learning, Connecticut State Colleges & Universities Board of Regents for Higher Education

Lance Eaton, Instructional Designer and Faculty Development Specialist, Brandeis University

Kelsey Sarah Hall, IT Accessibility/Assistive Technology Coordinator, University of Massachusetts Amherst

Jeremy Anderson, Deputy Chief of Academic & Administrative Technology, Bay Path University

This panel draws together individuals with backgrounds in accessibility, instructional design, and educational technology to provide insights on how to advance all forms of accessibility for OER. To answer this challenge, we will discuss the why, how, and what of accessible OER. We will begin by exploring the reasons to strive for accessibility, as well as the common challenges and limitations individuals and institutions might encounter in this work. Finally, we'll share examples of strategies we use across institutions to advance agendas for accessibility, particularly as they relate to OER.

Outcomes: Learn why accessibility is critical in the field of OER • Identify technological, sociocultural, and institutional barriers that prevent students from succeeding within the learning environment • Describe ways to promote OER accessibility on your campus • Determine practical ways to improve accessibility of digital OER

12:00–1:00 PM

Annual NERCOMP Institutional Representative Lunch Meeting (by invitation only)

Room 556

12:00–1:00 PM

Lunch

West & East Prefunction & Rotunda

1:00–1:45 PM

The Spartan Method of User Support

Track: Audiovisual and IT Services: Support Models and Practices

Bruce Sarte, Director of Information Technology, Cedar Crest College

The onslaught of technology issues may seem insurmountable because of a lack of resources, but your technology department can mount a successful support effort by taking lessons from the Spartans. Applying the idea that a few can appear to have the same impact as many, we will discuss how to create a support experience of 300 technicians with only a few people behind the scenes through proper staging of information in a thoughtful, purposeful manner while still offering the traditional methods of support.

Outcomes: Consider what resources you have and learn how to apply those wisely
• Learn how to create a big effort from a few hands, support many with only a few
• Be able to apply our lessons within your own department

Chasing Change: Courageous Leadership That Drives Innovation

Track: Leadership and Organizational Development

Franco Scanga, Manager, IT Assets, University of Ontario Institute of Technology

We are experiencing the greatest rate of change in human history. As campus administrators, we are fortunate to experience this rapid rate of change driven by the students who attend our institutions. This rapid rate of change can hinder innovation and employee engagement if not managed with courageous leadership. Disruptive times call for unconventional leadership. In this ever-changing environment, effective leadership transformation in technology is necessary to manage this disruption. Learn how to transform your leadership style to successfully drive innovation and change by implementing effective shifts toward a fearless mindset.

Outcomes: Get a framework as well as tips and techniques that can be applied to your daily workplace environment
• Leave a more confident and courageous strategic thinker

First-Year Experience: Library Orientation Module

Track: Libraries and Scholarship in the 21st Century

Yona Jean-Pierre, Director of Faculty Innovations in Teaching and Learning, New York University

Gavin Paul, Instructional and User Services Librarian, New York University

Ana Torres, Assistant Head, Dibner Library, New York University

In partnership with Faculty Innovations in Teaching and Learning department, the Dibner Library built an interactive multimedia Library Online Module that was integrated into the school's new student orientation. We wanted to incorporate a new library information learning component using the university learning management system and have this be included into the existing new student orientation online platform. The process, from the conception of the module and our experience in partnering with departments to design and implement it as well as the advantages of the module in areas like accessibility and assessment, may be of use to other academic libraries.

Outcomes: Be able to assess and organize potential content to develop and pilot an online learning module
• Explore possibilities of building and leveraging

partnerships that help expand audience participation • Learn about possibilities for assessment

The Reality of Cloud Security

Track: Policy, Regulations, and Security

Keith Barros, Senior Director Information Security, Seton Hall University

This session will cover the continuously changing topic of cloud security. We will define what cloud security is and offer some best practices for securing both a cloud environment and hybrid one.

Outcomes: Explore definitions of a cloud environment • Learn about different ways to secure a cloud environment • Get best practices for safe cloud computing laces • Get additional information and learn more

Developing and Launching a Course Refresh Initiative

Track: Teaching and Learning

Carol Damm, Instructional Designer and Project Lead, Brandeis University

Brian L. Salerno, Director, Online Learning & Instructional Design, Brandeis University

Lance Eaton, Instructional Designer and Faculty Development Specialist, Brandeis University

Initial course development takes up so much of an instructional design teams' time that there's rarely bandwidth to return to older courses to help update both the technology and the pedagogy to reflect the more current tools, resources, and approaches to teaching and learning online. We will discuss the process Brandeis University has created to update and revise older courses to match the quality and creativity of the newer courses. We'll also identify some of the initial outcomes and share some of the tools and resources used to launch and sustain this initiative.

Outcomes: Explore how to develop a course-revision process • Identify courses that need to be revised • Determine how to move from evaluating courses to revising them

1:45–2:30 PM

Exhibit Hall Open with Dessert and Refreshments

Ballroom A–C

2:30–3:15 PM

Where to Start with Student Success Initiatives

Track: Data-Driven Decision-Making

Mark McCormack, Senior Director of Analytics & Research, EDUCAUSE

D. Christopher Brooks, Director of Research, EDUCAUSE

Degree planning, early alert, analytics dashboards, oh my! When you're considering student success technology options, how do you know where to start and whether your institution is ready? Data on student preferences and IT service maturity from EDUCAUSE can help you develop a roadmap for success.

Outcomes: Understand student priorities for student success tools • Learn about institutional maturity for providing student success technologies • Discuss challenge areas with student success initiatives and how to overcome them

Using Agile Methodology for IT Infrastructure Projects

Track: Leadership and Organizational Development

Amanda J. Caton, System Engineering Team Manager, Lehigh University

James M Monek, Director, Technology Infrastructure & Operations, Lehigh University

Developers have successfully adopted agile methodology to break down projects into manageable components to increase deliverables and value while minimizing risks and costs. What about IT infrastructure projects? During this session, we will examine how characteristics of agile methodology such as scrum, iterative releases, agility, automation, inclusion, and transparency can lead to successful deployment of large complex IT infrastructure projects. We will present a brief overview of agile methodology along with similarities and differences between software development and infrastructure projects, as well as challenges and real-world examples of introducing agile to IT organizations.

Outcomes: Learn new ways to manage IT infrastructure projects, whether they are large complex deployments or daily system administrator activities
Identify benefits of Agile Methodology over traditional waterfall
Use Agile methodology as an inclusion and empowerment tool for your teams
Increase team productivity, increased value for your services while minimizing risks

Online Work-Study Student Training Innovations

Track: Libraries and Scholarship in the 21st Century

Eric Cruze, Assistant Director of Library Operations, Becker College–Worcester

We recently implemented an online training course for our work-study students to address several emerging requirements. Specifically, we needed a flexible, adaptable, and updatable course not only to standardize training on our two campuses but also to increase work-study student competency and retention. The results so far have been promising.

Outcomes: Identify needs that make an online training course for work-study students relevant • Learn about the benefits of an online training course for staff and student employees • Understand the role of assessment in work-study students' training

Digital Room Signs: Is It Time?

Track: Systems and Solutions

Jeffrey Campbell, Associate Director of Shared Application Services, Yale University

In this session, we'll explore the need for digital room signs as well as the process we followed at Yale to investigate and implement digital room signs within several of our professional schools. We'll cover the engagement of procurement, facilities, and information security and review the selection of devices and lessons learned.

Outcomes: Review use cases for digital room signs • Obtain a process to evaluate the devices • Identify some of the unexpected details that may need to be addressed

Effective Video for Varied Learner Needs

Track: Teaching and Learning

Abi Johnson, Instructional Designer, The College of Saint Rose

Thomas Rosenberger, Director of Online Learning Services, The College of Saint Rose

The increase in accessibility awareness in higher education has been great for learners, yet many educators struggle with implementing effective techniques. As we venture into new delivery models, it is important that we continue to engage with our students and maintain a strong human presence, even in a digital learning environment. We will share our experience and how we leveraged video to deliver engaging, human-centered, and accessible online course content to our evolving student base.

Outcomes: Discover learner types and needs, particularly in the online environment • Discover how video content benefits even disabilities you didn't know you had to account for • Learn how St. Rose applies TechSmith Relay to meet the pedagogical challenges of making online content delivery engaging and human-centered

Pairing Industry with Academe

Track: Transforming the Student Experience

Paul E. Fisher Jr., Associate CIO/Director, Teaching Learning and Technology Center, Seton Hall University

Pairing academic credentials in cybersecurity with industry standard certifications and real work experience gives students a leg up when looking for a job after graduation.

Outcomes: Understand the motivation for combining the academic curriculum with industry certificate • Learn about the combined curriculum • Explore demonstrated student outcomes • Identify IT security benefits