Monday, March 14

10:00 a.m. – 5:00 p.m.

Registration Desk Open
Ballroom Foyer
Session Type: Service Desk
Delivery Format: Service Desk
Track:

1:00 p.m. – 5:00 p.m.

Planning for a Cloud Transformation: Building a Case for Change
Room 552
Session Type: Industry Led
Delivery Format: Preconference Workshop
Track:

Jeffrey S. Solomon, *Chief Financial Officer and Vice President for Finance and Operations, Worcester Polytechnic Institute*
Robyn Wilson, *Sr Manager, Student Practice Lead, Accenture*
Patricia Patria, *Vice President for Information Technology and CIO, Worcester Polytechnic Institute*
Brad Lord, *Senior Manager, Accenture*
Marc Weyerstall, *Senior Value Manager, Workday*
Tom Armstrong, *AVP, Enterprise Systems, Fairfield University*

Are you part of or planning an ERP/SIS cloud transformation project? This session will focus on planning and practical lessons learned to assist you with change management, including identifying and aligning with institutional goals, business processes, and data/reporting requirements to consider as you prepare for a formal evaluation and for a successful selection and deployment. Target audience includes those involved in ERP implementation, CIOs, directors of enterprise applications, and project managers.

Learning Outcomes:

- Working document to use as the foundation for your case for change
- Customer stories and lessons learned
- Collaborative learning from your peer group regarding practical solutions to addressing data preparation and IT project management during their journey to the cloud

Workshop hosted by Accenture and Workday

3:00 p.m. – 3:30 p.m.

Refreshment Break

East Prefunction

Session Type: Break

Delivery Format: Break

Track:

Tuesday, March 15

7:00 a.m. – 5:15 p.m.

Registration Desk Open

Ballroom Foyer

Session Type: Service Desk

Delivery Format: Service Desk

Track:

7:30 a.m. – 8:30 a.m.

Breakfast

East and West Prefunction & Rotunda

Session Type: Meal

Delivery Format: Meal

Track:

Kickstart your morning! Grab a cup of coffee and a bite to eat as you plan your day and compare strategies with colleagues.

8:30 a.m. – 9:15 a.m.

A Different Approach: How One College Took Its IT Services to the Next Level

Room 553

Session Type: Industry Led

Delivery Format: Presentation or Panel Session

Track: Systems and Solutions

Alyksander Zovich, *Director of Applications Support, Curry College*

Carol Thomas, *Senior Vice President, Ferrilli*

Curry College, a liberal arts college in Milton, Massachusetts, has embraced technology to support the college's administrative and academic functions. With that decision come challenges familiar to many institutions: limited technology staff and funding, along

with difficulty recruiting and retaining people with the requisite skills and knowledge. In this session, presenters will share the story of a partnership and collaboration that helped Curry College fill skills gaps and contributed to overall improvements in the use of enterprise systems at Curry. The staffing approach designed specifically for Curry College jumpstarted projects, enhanced system utilization, and positioned the college for its next level in technology services and support.

Keep Talking and We Might Get through This

Room 550

Session Type: Breakout Session

Delivery Format: Demonstration

Track: Audiovisual and IT Services: Support Models and Practices

Greg April, *Director, Audio Visual Services, Endicott College*

An interactive demonstration of the game, *Keep Talking and Nobody Explodes*, that has been used as a remote support training tool for teams that have a high volume of support calls. This game challenges the players to articulate complex systems and conditions in a time-sensitive way while prioritizing response resources. The game simulates an end user with an AV system not working just before a major presentation (player with the bomb) and the technical support staff at the service desk (the players with the manual). Technical shorthand, though common in service desks, will not exist because the information will be so new to all of the players. The random nature of each round makes sure that any support tech on your team will be just as unfamiliar with the problem as any off-the-screen end user.

Recognizing and Supporting Affective Labor

Room 551

Session Type: Breakout Session

Delivery Format: Facilitated Discussion

Track: Leadership and Organizational Development

Lee Skallerup Bessette, *Assistant Director for Digital Learning, Georgetown University*

In my upcoming edited volume, Affective Labor and Alt-Ac Careers (University Press of Kansas, March 2022), it becomes clear that affective labor is an essential, but overlooked or ignored, aspect of our work in learning design and educational technology. The purpose of this facilitated discussion session is to collaboratively develop ways to recognize, reward, and support the affective labor we and our colleagues do every day—work that can take a heavy toll on motivation, well-being, and job satisfaction.

Value of Faculty Mentors to Enrich Faculty Professional Development

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Teaching and Learning

Steven Courchesne, *Instructional Designer, Framingham State University*
Robin S. Robinson, *Director Education Technology and eLearning, Framingham State University*

In response to an outpouring of demand for training during the COVID-19 pandemic and a need to deliver a sustainable support model for online, remote, and hybrid learning, the Education Technology Office (ETO) at Framingham State re-envisioned its approach to faculty professional development for online learning. The existing model relied on faculty to voluntarily meet face-to-face over six weeks to discuss the Quality Matters (QM) framework. ETO innovated the traditional QM workshop as a virtual Online Learning Institute (OLI) with faculty mentoring at its heart. ETO secured funds from the Davis Foundation and an internal source to compensate mentors and participants. During the presentation, we will explain the design of the institute and the role of the mentors, how we used data to solicit funds, and how we evaluated the experience. The session audience will be engaged to think about the value of mentoring and how to mitigate potential challenges.

9:30 a.m. – 10:45 a.m.

The Extended Mind: The Power of Thinking Outside the Brain

Ballroom D/E

Session Type: General Session

Delivery Format: General Session

Track:

Annie Murphy Paul, *Magazine Journalist and Book Author, EDUCAUSE Alumni*

Use your head. That's what we tell ourselves when facing a tricky problem or a difficult project. But a growing body of research indicates that we've got it exactly backwards. What we need to do, says acclaimed science writer Annie Murphy Paul, is think outside the brain. A host of "extra-neural" resources—the feelings and movements of our bodies, the physical spaces in which we learn and work, and the minds of those around us—can help us focus more intently, comprehend more deeply, and create more imaginatively. *The Extended Mind* outlines the research behind this exciting new vision of human ability and excavates the untold history of how artists, scientists, and authors—from Jackson Pollock to Jonas Salk to Robert Caro—have used mental extensions to solve problems, make discoveries, and create new works. *The Extended Mind* offers a dramatic new view of how our minds work that invites us to radically change how we think, learn, and create.

10:45 a.m. – 11:05 a.m.

Unconference: The Student Experience

Ballroom A-C (Exhibit Hall)

Session Type: Activity

Delivery Format: Interactive Presentation

Track:

Join the Professional Development Opportunity Track Chair (PTC) in the Unconference Area of the exhibit hall, where we will discuss and dive into the topic: Transforming the Student Experience.

The Professional Development Opportunity Track Chair works to develop ideas and nurture potential presenters on topics that support students. Join us to help expand this effort further.

10:45 a.m. – 11:30 a.m.

Refreshment Break —Sponsored by The Tambellini Group

Ballroom A-C (Exhibit Hall)

Session Type: Break

Delivery Format: Break

Track:

Take time to refuel and connect while you explore the exhibit hall.

Click here for a message from, The Tambellini Group, the sponsor of this event.

10:45 a.m. – 12:00 p.m.

Exhibit Hall Open

Ballroom A-C

Session Type: Exhibit Hall

Delivery Format: Service Desk

Track:

Visit the exhibit hall to find leading technology providers showcasing the latest campus technology solutions.

ALSO: Win a Free Registration to the 2023 NERCOMP Annual Conference

Post a photo or brief story about a connection you made with a NERCOMP 2022 exhibitor on Twitter using #NERCOMP22 and #FreeRegNC23 to be entered to win a free registration to next year's NERCOMP Annual Conference. **Post by 12:00 p.m. ET on Wednesday, March 16 to be entered.**

Two winners will be notified on Thursday, March 17.

11:10 a.m. – 11:30 a.m.

Unconference: Security

Ballroom A-C (Exhibit Hall)

Session Type: Activity

Delivery Format: Interactive Presentation

Track:

Join us in the Unconference Area of the exhibit hall, where we will discuss and dive into the topic of Security.

Interested in topics surrounding Security, Policy, Risk and Awareness? We'd love your feedback on the kinds of Professional Development you need to be successful in your workplace and some proposals in the works for the coming season of workshops.

11:30 a.m. – 12:15 p.m.

Disaster Recovery: From Research Teams to Google Workspace

Room 553

Session Type: Industry Led

Delivery Format: Presentation or Panel Session

Track: Data-Driven Decision-Making

Josue Guzman*, Senior Technical Account Manager, Synology America Corp*

Joining us in this session will be Cheryl Kiras, systems administrator at Mt. Holyoke College, who will discuss the challenges that the college faced when backing up data from various research teams. We'll share how they implemented a tiered disaster recovery plan, which helped Mt. Holyoke College achieve a secure, centralized backup solution for its teams' sensitive research files. This session will cover best practices for creating and managing a recovery plan for different teams while adhering to data governance policies. Organizations are storing more and more data on SaaS platforms such as Google Workspace and Microsoft 365. Many people assume data stored in the cloud is backed up, but protecting cloud data is the responsibility of colleges and universities. This session will examine the data retention policies of Google Workspace and Microsoft 365. Backups provide a safety net when things go wrong and are an indispensable part of planning your infrastructure. However, many educational organizations do not have a well-structured backup strategy in place to protect data. In this session, we will cover best practices for SaaS backups and how to enhance restoration efficiency for business continuity.

Improving Small College Identity Management through Hosted IdPs

Room 550

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Systems and Solutions

Heather Woods*, CIO, New England Conservatory of Music*
Erin Richardson*, Director, Technology Support Services, Wellesley College*

In FY22, Wellesley College and the New England Conservatory of Music each selected and implemented their first commercial IdP solutions. A Duo school, Wellesley worked with Cisco to migrate from their homegrown IdP solution to Duo's new cloud-based IdP offering, Duo SSO. NEC adopted OneLogin for both IdP and MFA functionality, simplifying and centralizing their identity management and application access. In this presentation we will discuss each school's evaluation and implementation process, as well as community response and next steps.

Talking About DEI at Home: Facilitating ARiA on Campus

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Leadership and Organizational Development

Karen Warren, *Deputy CIO, Wesleyan University*

Rachel Schnepper, *Director of Academic Technology, Wesleyan University*

Working in conjunction with the national ARiA program, Wesleyan University piloted the ARiA signature ROLLAP program at our home institution. Having served as facilitators for the national program, Karen Warren and Rachel Schepper brought their skills to a more intimate setting. Each facilitated a cohort—one online and one in person. In our presentation, we will reflect on the transition from participating in a national DEI program to bringing it to a local level. What challenges and opportunities did this local version of the program offer, and how did we address them? We hope to spark a conversation among audience participants about what they encounter as the challenges and opportunities in doing DEI work at their campuses.

Teaching in Alternate Realities: Social VR Platforms for Student Engagement and Empowerment

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Teaching and Learning

Justin Berry, *Critic, Core Faculty, Yale University*

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

Use of 3D technologies in classroom teaching is growing as prices drop and capabilities improve for virtual reality (VR) headsets while free social VR meeting platforms and 3D creation tools are rapidly evolving. In this session, a panel of faculty and instructional design staff will discuss how they are using AltspaceVR, Mozilla Hubs and VRChat to create new ways for students to inhabit course content. Learn how student creators in courses such as 3D Modeling for Creative Practice at Yale University are building their own VR worlds and bringing them into the classroom. Topics will include digital accessibility, technical support, device management, instructional strategies, and assessment.

11:40 a.m. – 12:00 p.m.

Unconference: Teaching and Learning

Ballroom A-C (Exhibit Hall)

Session Type: Activity

Delivery Format: Interactive Presentation

Track:

Join us in the Unconference Area of the exhibit hall, where we will discuss and dive into the topic: Teaching and Learning.

This Unconference session is for those interested in creating professional development opportunities such as online webinars/workshops focused on pedagogy and needs related to teaching and learning .Please join the session to discuss your teaching and learning needs or ideas for the upcoming year!

12:15 p.m. – 1:15 p.m.

Lunch

East and West Prefunction & Rotunda

Session Type: Meal

Delivery Format: Meal

Track:

1:15 p.m. – 2:00 p.m.

Dessert in the Exhibit Hall —Sponsored by The Tambellini Group

Ballroom A-C (Exhibit Hall)

Session Type: Break

Delivery Format: Break

Track:

Satisfy that sweet tooth in the Exhibit Hall with dessert.

Click here for a message from, The Tambellini Group, the sponsor of this event.

ALSO: Win a Free Registration to the 2023 NERCOMP Annual Conference

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Two winners will be notified on Thursday, March 17

1:15 p.m. – 2:15 p.m.

Unconference: Creating a Better Self-Service Model

Ballroom A-C (Exhibit Hall)

Session Type: Activity

Delivery Format: Interactive Presentation

Track:

Join us in the Unconference Area of the exhibit hall, where we will discuss and dive into the topic: Creating a Better Self-Service Model (Zero-Touch, etc.).

Over the past two years, what services or experiences did you re-imagine in order to accommodate remote learning, work, and teaching? Come share and discuss creative ways you or your department delivered zero-touch or self service to your campus.

(Examples: digital material delivery, remote equipment pick-up stations, touchless computer support). What is sticking around as you move forward?

1:15 p.m. – 3:45 p.m.

Exhibit Hall Open

Ballroom A-C

Session Type: Exhibit Hall

Delivery Format: Exhibit Hall

Track:

Visit the exhibit hall to find leading technology providers showcasing the latest campus technology solutions.

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Two winners will be notified on Thursday, March 17.

2:00 p.m. – 2:20 p.m.

Opening Up: Building an Online Commons to Facilitate Community-University Engagement

Room 552

Session Type: Breakout Session

Delivery Format: Demonstration

Track: Libraries and Scholarship in the 21st Century

Jeanine Nicole Rodriguez, *Web Developer, Northeastern University*

Meg McMahon, *User Experience Librarian NCC, Northeastern University*

In 2018, the Northeastern University Library saw a gap in university-provided information systems; all information systems the university was investing in were available only to Northeastern affiliates. The leaders of the library understood that interdisciplinary research does not happen in a closed-loop system. Thus began the creation of the Northeastern Commons inspired by the Humanities Commons. The Commons focuses on fostering collaboration between Northeastern affiliates and the broader worldwide community through an open information system any partner or affiliate can join and use. On the Commons, users can create or join discussion groups based on research, courses, or events, as well as locate and connect with others interested in similar academic interests or community-based projects. In the presentation we will go over the creation and iterations of the Commons using user experience principles to prioritize users' needs and discuss emerging use cases for the Commons. Lastly, we will discuss the future of the Commons and how we foresee it further integrating itself into the Northeastern information ecosystem with an emphasis on nurturing interdisciplinary research and opening up Northeastern's research ecosystem to our broader communities.

Rethinking the Way We Support Students—Lessons Learned from the Pandemic

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Innovating Student Success

Brady Gallese, *Director of IT Infrastructure and Operations, Susquehanna University*
Jennifer Servedio, *CIO, Susquehanna University*

IT teams have always had to be resilient to keep up with the fast-paced growth of technology. The pandemic accelerated that pace from a moderate walk to a full-out sprint in just a matter of months. When our students returned to campus in fall 2020, our campus took a close look at where we were and what valuable lessons could be learned from the last several months. Do we want to go back to the way things were, or do we want to seize the opportunity to move ahead? In October 2020, Susquehanna University made a campus-wide commitment to completely transform the student experience for fall 2021. The Susquehanna 2.0 initiative promised a barrier-free navigation of the college experience, more meaningful student employment, and better career pathways for staff. Many of our campus administrative structures were developed 60 and 80 years ago and do not align with the needs and experiences of contemporary students. How does a small IT department accommodate these new expectations? Does our staff have the expertise? Learn how we realigned our small IT department to handle new responsibilities that came along with Susquehanna 2.0.

Two Button Studio

Room 550

Session Type: Breakout Session

Delivery Format: Demonstration

Track: Audiovisual and IT Services: Support Models and Practices

Paul Weber, *Manager, Digital Media Services, Xavier University*

Building on the One Button Studio software developed at Penn State, this session will demonstrate additional capabilities you can provide to patrons in a self-service studio environment. By integrating Open Broadcast Software you can add Lightboard support, virtual PowerPoint overlays, real-time green screen, and more.

2:00 p.m. – 2:45 p.m.

Hybrid Learning at Scale: Digital Transformation of Classrooms

Room 553

Session Type: Industry Led

Delivery Format: Facilitated Discussion

Track: Systems and Solutions

Gaurav Shah, *Director, Academic Technologies, Bentley University*
Ted Brodheim, *CIO Advisor, Zoom*

Hybrid online learning is not a new concept for Bentley University. Before the pandemic, Bentley had been delivering several graduate courses in the hybrid online format. The summer of 2020, however, transformed how hybrid online courses are delivered at our institution, resulting in a significant classroom technology infrastructure upgrade, elimination of technology assistants from the classrooms, and quick support for faculty during their live class sessions.Since our digital transformation, hybrid course delivery at Bentley is now ubiquitous. All faculty and students are aware of this model, and most have experienced this modality. During the session, we will discuss how Bentley used a combination of technologies to support hybrid online learning before the pandemic. We will also discuss how, in response to the pandemic, Bentley combined its experience in hybrid online learning with design thinking and innovative solutions to transform the classroom, A/V, and other technologies and processes to successfully deliver all courses in the hybrid modality. We will share the "why, how, and what" for picking and implementing the right technologies, best practices for involving faculty in the process, and the support model for running self-sufficient hybrid online courses. We will also share our lessons learned and our plans for further improving the teaching and learning experience.

2:15 p.m. – 3:45 p.m.

Unconference: Diversity in Libraries and IT

Ballroom A-C (Exhibit Hall)

Session Type: Activity

Delivery Format: Interactive Presentation

Track:

Join us in the Unconference Area of the exhibit hall, where we will discuss and dive into the topic: Diversity in Libraries and IT.

What does it take to build an inclusive environment where people from historically marginalized groups can thrive, particularly in Higher Education Libraries and IT? Join a dialogue between community members, allies, and decision-makers seeking tangible ways that we can act on opportunities, successes, and challenges from whatever role we serve in. Feel free to drop in as your schedule allows.

2:25 p.m. – 2:45 p.m.

Challenges, Opportunities and Practices: Targeting for Applying AI in Library Services

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Libraries and Scholarship in the 21st Century

***Cindy Li`**, Head of Emerging Technologies & Systems of library servies, Bridgewater State University*

Artificial Intelligence is a growing research field in all types of libraries and their communities. This presentation explores current trends in how AI is applied in the library and information environments, the challenges in implementing application, and the opportunities in collaborating with other units. The presenter will also discuss different AI tools used in library services.

High-quality Video for Teaching Online and on Budget

Room 550

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Audiovisual and IT Services: Support Models and Practices

Aleh Timoshenko, *Sr. Educational Technologist, Dartmouth College*
Tammie Patten, *Assistant Director, Educational Technology, Dartmouth College*

Even before the events of the last year, more and more faculty were including video in their course materials. As a member of a team supporting a low-residency master's program, this need increased steadily over several years. With our shift to remote teaching in 2020, the need for low-budget, low-effort, good-quality video became critical. Now, post-2020, we are seeing more interest than ever in teaching online. With all of this in mind, the Online Learning and Innovation group at Dartmouth has designed and equipped a recording space that will allow faculty to record lectures for both online and residential classes, and to have an easy, comfortable space to present and facilitate meetings and colloquia.

The History and Future of Bryn Mawr's Extracurricular Technology "Intensives" Program

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Innovating Student Success

Christine Boyland, *Senior Educational Technology Specialist, Bryn Mawr College*

Bryn Mawr College developed extracurricular workshops to build students' technical and professional competencies and provide alumni networking opportunities. These "Intensives" originated as multi-day programs offered during breaks on topics such as Digital Storytelling, Project Management, Web Design, and Working with Data. Like Bryn Mawr's academic curriculum, Intensives were in-person and included only students in residence over a break and not otherwise employed. They also required a significant commitment by staff and alumni. Due to COVID-19, the program evolved into remote learning experiences. In 2020–21, students participated in six two-week workshops, learning via self-study modules, collaborating on digital platforms, and reflecting on the process in online forums. The only synchronous elements were help sessions and alumni panels on Zoom. These changes benefitted everyone. Students participated regardless of location and commitments, staff time was more flexible, and alumni did not need to travel to campus. However, while registrations more than doubled, the completion rates were lower than in previous years. Our challenge this year is to keep the new inclusivity while integrating more synchronous meetings and group work to engage students. In the fall and winter breaks, we successfully piloted a hybrid model where students joined in-person or remote cohorts, and activities were designed for both groups. We plan to expand this format for future Intensives.

3:00 p.m. – 3:45 p.m.

From Ideas to Action, EDUCAUSE Communities and Research Behind the Scenes

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Innovating Student Success

Brian Kelly, *Director of the Cybersecurity Program, EDUCAUSE*

Uncommon thinking for the common good starts with ideas from our community. This session will highlight how EDUCAUSE resources like the CONNECT community platform, DX Journey Roadmap, QuickPolls, QuickTalks, Learning Labs, Horizon Reports, and Top Ten IT Issues all embody ideas and thought leadership from our members that contribute to the common good. You will leave this session with a better understanding of how ideas from our community blossom into resources, how you can participate in expert panels, program and advisory committees, and will be able to share ideas with fellow attendees and EDUCAUSE Communities and Research staff.

NERCOMP Vendor and Licensing—Microsoft/Adobe Licensing Constituent Group

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track:

NERCOMP and a number of Solutions Partners will provide a briefing on the NERCOMP licensing and partner agreements, highlighting the upcoming Adobe ETLA renewal, Microsoft, and other new and valuable partnerships. All NERCOMP members are welcome and encouraged to attend.

Refreshment Break —Sponsored by The Tambellini Group

Ballroom A-C (Exhibit Hall)

Session Type: Break

Delivery Format: Break

Track:

Take time to refuel and connect while you explore the exhibit hall.

Click here for a message from, The Tambellini Group, the sponsor of this event.

4:00 p.m. – 4:20 p.m.

Bringing it All Together: Strengthening an Information Literacy Program through Yearly Assessment

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Teaching and Learning

Alexa Benzaid-Williams, *Assessment and Special Projects Librarian, Emmanuel College*

Information literacy has long been a priority at Emmanuel College, and in the fall of 2018 librarians began developing a method for yearly assessment of our information literacy program. Through analysis of student surveys, worksheets, and essay citations at different points during their first college semester, we are able to track student development as they learn the essential skills for

discovering and evaluating information. The program strengthens the relationships between librarians, faculty, and students through collaboration, and the data generated can be used not just to prove the benefits of information literacy instruction to key stakeholders, but also to improve information literacy sessions by pinpointing gaps in student learning. Though extensive, the assessment is streamlined enough to repeat year on year, allowing librarians to track changes and growth in student information literacy learning over time. This presentation recounts the multi-year refinement process of the program, its transformation through the pandemic, and the most recent form used during the fall 2021 semester.

Merging a Classroom Support and ITS Student Help Desk Workforce

Room 550

Session Type: Breakout Session

Delivery Format: Facilitated Discussion

Track: Audiovisual and IT Services: Support Models and Practices

Steven Alvarez, *Manager of Events & Support Services, Wesleyan University*

At the beginning of 2020, when COVID-19 first hit our home institution, we were faced with the difficult challenges of both continuing to provide Tier 1 support throughout campus, and maintaining a student staff that can handle the work volume. All this while continuing a student department merger of both classroom support and the ITS Student Help Desk. The question we faced was: How do we (as an institution) maintain our level of Tier 1 services while navigating the difficult task of maintaining motivation, support, and completing the merger of a brand new student workforce? We hope to spark a conversation among audience participants about what they encountered and continue to encounter as the challenges and opportunities in the student work force continue in the wake of COVID-19.

Why Are We Still Printing?

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Audiovisual and IT Services: Support Models and Practices

Kevin Sowa, *Learning Spaces and Printing Systems Deployment & Technical Specialist, Trinity College*

As we cautiously returned to campus for the in-person fall 2021 semester, requests for printer connections began to pour in. After being away for 18 months, people had new personal or work devices in their hands, eager to start printing documents again that they only wished they could while at home. Ink had dried up, printers suffered tantrums from being idle, and paper curled from humidity. As the world transforms to a digital society and we grow greener, we should be breaking the mold as higher education institutions and embracing the power we have at our fingertips. By reducing or eliminating our printing use, we work toward our social environmental accountability, and cost savings on paper, toner, and time. We proved over those 18 months that colleagues and students were able to adapt to working without being tied to a printer while we were away from campus. Let's stop and think for a moment: Does every employee need a printer in their office? Do students need to print work that is stored in the cloud or emailed to their professors? Do we truly need an overabundance of printers?

4:00 p.m. – 4:45 p.m.

Back To the Future: How LTI Advantage Enables Boutique LMS Systems

Room 553

Session Type: Industry Led

Delivery Format: Presentation or Panel Session

Track: Teaching and Learning

Joshua Wilson, *Vice President & COO, LONGSIGHT*
Charles Russell Severance, *PMC Chair, Apereo Foundation/Sakai*

This presentation shows how IMS LTI Advantage enables a multi-LMS approach and demonstrates how LMS's can talk to one another using LTI Advantage.

Switching to a new LMS takes several years at great cost, with great loss of data (no matter what the vendor promises) and leaves most faculty, students, and staff wondering if all the disruption was worth it. The IMS Learning Tools Interoperability standard, conceived in the early 2000s to let you add many popular tools to your LMS, has now progressed to the point where an expensive, highly scalable, deeply integrated "enterprise LMS" can be augmented with a "boutique LMS" to support a variety of teaching needs just as easily as one might add a single LTI tool. Instructors who innovate in their teaching, who must satisfy highly specific learning requirements, or who prioritize privacy of learner data can now choose an LMS that fits their unique requirements. A boutique LMS can be engineered to integrate closely with the enterprise LMS, which will still store all grades and launch every course.

4:25 p.m. – 4:45 p.m.

Achieving Digital Scholarship through a Pandemic and Partnerships Across a Small Liberal Arts Campus

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Libraries and Scholarship in the 21st Century

Rachel Leach, *Digital Collections Librarian, Union College*
Rebecca Fried, *Digital Projects and Metadata Librarian, Union College*

Digital scholarship has become an increasing area of focus for higher education libraries. Figuring out how to structure staff, space, time, and cross-campus partnerships to achieve tangible results has been a struggle for many libraries. This struggle was exacerbated by the interruption in standard operating procedures precipitated by COVID-19. Schaffer Library at Union College managed to increase digital scholarship projects and form new partnerships during the pandemic and has continued this trajectory as the campus has returned to in-person operation.

Build Back Different?

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Audiovisual and IT Services: Support Models and Practices

Robert W. Austin, *Director of Learning Spaces, The New School*

During the past two years the ability to rapidly adapt has been critical to survival and success. Now, as we have fully reopened on campus, where do we go from here? What processes and procedures do we need to implement to provide a safe, equitable and inclusive learning environment that meets the needs of faculty and students? Before COVID-19, the New School had been in the process of a comprehensive upgrade and standardization of classrooms across campus. The plan was based on a comprehensive evaluation of our the existing technology, problem-tracking system, and a pilot program to confirm that the design intent would meet the needs. However, our campus closure, gradual reopening, and the different and evolving programming needs have not only led to a change in our design, but a revaluation of our entire process. A key to our continued success was developing a way to introduce new technology and operationalize the upgrade of these systems on an ongoing basis. However, the ability to predict and forecast, which was critical to this decision-making and planning, had become problematic. Complicated further by supply chain issues, more conservative budgets and many unknown factors, our resiliency of services and ability to operationalize these upgrades was put to the test. However, providing a more agile process and the ability to focus on the issue at hand while preparing for more flexibility and resilience we will make a stronger organization.

Zoom Rooms as a ?Hyflex? Add-on to a Standard Classroom AV System

Room 550

Session Type: Breakout Session

Delivery Format: Demonstration

Track: Audiovisual and IT Services: Support Models and Practices

Scott Tougas, *Senior AV and Media Services Engineer, Simmons University*

Standardizing AV systems across a campus provides faculty the comfort of a consistent presentation experience. It also streamlines installation and maintenance. A simple keypad control interface works well in supporting these goals. Now, however, the remote teaching experience of the pandemic has given faculty the expectation that webconferencing in classrooms should be readily available and easy. Simmons University has begun implementing Zoom Rooms systems as an add-on to standard classrooms in a way that allows the standard lectern keypad interface to remain untouched. This maintains the consistent interface for standard classroom use while adding the simple startup of a Zoom webconference. A separate video monitor is also provided for easier viewing of the remote students.

4:45 p.m. – 6:00 p.m.

Reception and Exhibit Hall Open

Ballroom A-C (Exhibit Hall)

Session Type: Reception

Delivery Format: Reception

Track:

One of the most valuable aspects of the conference is the opportunity to connect face-to-face with fellow attendees. Join us for the reception, where you can relax over food and drink, get to know your colleagues, and meet with corporations providing the latest technology solutions for higher education.

A cash bar will be available; each attendee will receive one drink ticket. *Note: Please wear your name badge for admittance.*

ALSO: Win a Free Registration to the 2023 NERCOMP Annual Conference

Post a photo or brief story about a connection you made with a NERCOMP 2022 exhibitor on Twitter using #NERCOMP22 and #FreeRegNC23 to be entered to win a free registration to next year's NERCOMP Annual Conference. **Post by 12:00 p.m. ET on Wednesday, March 16 to be entered.**

Two winners will be notified on Thursday, March 17.

Unconference: Mentorship and Career Development

Ballroom A-C (Exhibit Hall)

Session Type: Activity

Delivery Format: Interactive Presentation

Track:

Join us in the Unconference Area of the exhibit hall, where we will discuss and dive into the topic: Mentorship and Career Development.

Wednesday, March 16

7:15 a.m. – 3:15 p.m.

Registration Desk Open

Ballroom Foyer

Session Type: Service Desk

Delivery Format: Service Desk

Track:

7:30 a.m. – 8:30 a.m.

Breakfast

East and West Prefunction & Rotunda

Session Type: Meal

Delivery Format: Meal

Track:

Kickstart your morning! Grab a cup of coffee and a bite to eat as you plan your day and compare strategies with colleagues.

Professional Development Coordinators Breakfast (by invitation only)

Room 554

Session Type: Meal

Delivery Format: Meal

Track:

8:30 a.m. – 9:15 a.m.

Looking at Technology and Library Services through a DEI Lens: Results from 96 Institutions

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Data-Driven Decision-Making

Joshua Wilson, *Vice President & COO, LONGSIGHT*

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

Diversity, equity, and inclusion matter within our IT and library organizations, to our institutions, and in society at large. Yet many of our organizations struggle to answer some of the most basic questions around DEI. This study analyzed over 20,000 responses collected between 2018 and 2020 from undergraduates at 96 institutions, attempting to understand whether students of color are experiencing IT and library services in fundamentally different ways than their white peers. In this session, presenters will use survey data to answer questions centered around IT and library services' contribution to institutional efforts toward diversity, equity, and inclusion. Are our services addressing the needs expressed by students of color? The presenters will take the attendees through the surprising findings and leave ample time for interactive discussions of the many questions that will certainly arise. Come join your colleagues in considering the findings of this study and their implications regarding the impact of key IT and library services on DEI initiatives.

Put Me In, Coach: Leadership throughout One's Career

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Leadership and Organizational Development

Candace K Sleeman, *NERCOMP Board of Trustees, Southern New Hampshire University*

Michael Cato, *Senior Vice President and Chief Information Office, Bowdoin College*

Frederick Kass, *Associate Vice President and Chief Technology Officer, Trinity College*

Raymond Frohlich, *Director of Client Services and IT Operations, Yale University*

Stan Waddell, *Chief Information Officer, Carnegie Mellon University*

Many organizations only invest in leadership training *after* someone gains a leadership role, and all too often they do so sparingly. How might we instead develop the capacity for our teams to lead from where they are? How can we expand the

pipeline of new leaders? Especially as we seek to build more diverse and inclusive teams, how might our leadership needs match or differ from what we've been doing historically?

Join a dynamic and interactive session to explore these and other questions with members of NERCOMP's Leadership Ecosystem planning team, who have spent the past few years facilitating conversations across these and a wide array of related topics.

Learning Objectives

- Explore lessons from leadership, mentoring, sponsorship, and the array of considerations important to building a fulfilling career
- Dialogue with community members on how they are navigating leadership challenges and opportunities
- Consider how to apply these lessons to your own circumstances

Reliable, Powerful, Supported Open-source Powering Research Computing Services

Room 550

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Systems and Solutions

Scott Yockel, *University Research Computing Officer, Harvard University*

Hugh O Brock, *Research Director, Red Hat, Inc.*

Tracy A Schroeder, *Vice President, Information Services & Technology , Boston University*

Wayne Gilmore, *Director of Research Computing, Boston University*

Partnerships between industry and leading research institutions are both challenging and powerful. This session brings together the stakeholders who are building the New England Research Cloud, leveraging systems research and innovation that has taken place through the Massachusetts Open Cloud (MOC) initiative. A partnership between Red Hat, Boston University, Harvard, and other Massachusetts Green High Performance Computing Center institutions, both MOC and NERC have taken on the significant challenges of creating common, open-source infrastructure. The panel will describe the MOC foundation and spark to create NERC, the resulting vision, the current project, and the next steps in an ambitious plan to move support of researchers, and research computing to a new level. In this session, you will get the inside view of not only the sausage-making, but lessons learned along the way.

Risky Business for the Next Academic Year

Room 553

Session Type: Industry Led

Delivery Format: Presentation or Panel Session

Track:

Robert Arthur Turner, *Field CISO - Education, Fortinet*

Higher education continues to be an inviting target for cybercrime and attacks by foreign state agents, hacktivists and domestic criminal syndicates. Being resilient in the face of the rapidly shifting cybersecurity landscape requires credible intelligence and

sound strategies. Using cyber intelligence from multiple sources, this presentation will examine the challenges presented by current and future higher education cyber threats. The content will include successful strategies like shifting from multiple point solutions to innovative mesh architectures to improve protection and defend students, faculty, researchers and your school.

9:30 a.m. – 10:15 a.m.

Listening to the Future: A Panel Discussion with the Students of Tomorrow

Ballroom D/E

Session Type: General Session

Delivery Format: General Session

Track:

Jay Rozgonyi, *Assoc. Vice Provost for Pedagogical Innovation & Effectiveness, Fairfield University*
Erin DeSilva, *Senior Director, Learning Design and Innovation, Dartmouth College*
Raissa Souma, *Student, East Providence High School*

In this first-of-its-kind NERCOMP session, Conference Chair Erin DeSilva and Board Member Jay Rozgonyi will facilitate a discussion with a group of high school students regarding their expectations and hopes for the use of technology in college. Alongside the in-person conversation, we will present a series of videos from younger high school students offering their perspectives on the use of technology in education. Don't miss this provocative and compelling session that should provide all of us who work in higher education technology services with an eye-opening glimpse into the near future.

10:15 a.m. – 11:15 a.m.

Exhibit Hall Open

Ballroom A-C

Session Type: Exhibit Hall

Delivery Format: Exhibit Hall

Track:

Visit the exhibit hall to find leading technology providers showcasing the latest campus technology solutions.

Win a Free Registration to the 2023 NERCOMP Annual Conference
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Two winners will be notified on Thursday, March 17.

Refreshment Break - Sponsored by D2L

Ballroom A-C (Exhibit Hall)

Session Type: Break

Delivery Format: Break

Track:

Take time to refuel and connect while you explore the exhibit hall.

Click here for a message from D2L, the sponsor of this event.

Unconference: Open Pedagogy

Ballroom A-C (Exhibit Hall)

Session Type: Activity

Delivery Format: Interactive Presentation

Track:

Join us in the Unconference Area of the exhibit hall, where we will discuss and dive into the topic: Open Pedagogy.

Curious about open pedagogy? Have experiences to share? Join your colleagues for conversations about the trials, tribulations, benefits, and successes of engaging with students using open pedagogy practices.

11:15 a.m. – 12:00 p.m.

Best Practices for Improving Student Engagement in Online Learning

Room 553

Session Type: Industry Led

Delivery Format: Presentation or Panel Session

Track: Innovating Student Success

Greg Sixt, *Senior Account Executive, D2L*

Jay Rozgonyi, *Assoc. Vice Provost for Pedagogical Innovation & Effectiveness, Fairfield University*

The world of digital learning is here to stay. As more students look to online learning as a flexible option for their personal lives, institutions must look for better ways to immerse students in their course materials and campus life. In this session, we will be exploring and sharing best practices for improving student engagement in online and hybrid learning. Topics explored will include strategies for faculty to drive student engagement during lectures, incorporating UDL best practices into course design, and how institutions can extend campus life to students learning remotely.

Do You Have a Data Dashboard? Leveraging the Power of Data-Driven Decision-making

Room 550

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Data-Driven Decision-Making

Paul Gargiulo, *Director, EdTech & User Services, West Chester University of Pennsylvania*
Lauren Keefe, *Assistant Director, Educational Technologies & User Services, West Chester University of Pennsylvania*
JT Singh, *Senior Associate Vice President & CIO, West Chester University of Pennsylvania*

Institutions of higher education have a unique opportunity to support student success with access to various metrics across systems. However, organizing raw data into an engaging dashboard is challenging, making quick and impactful insights difficult. This session demonstrates the use of ServiceNow and Domo to transform our ITSM and Learning Management System's datasets into a single view. Access to these dashboards enables leaders to leverage data and analytics to shape the student experience, align institutional and IT strategy, and accelerate the digital transformation while supporting the diverse needs of the campus community in an efficient and effective manner.

Humanizing the Design Process: How to Support Faculty Designing Large-Enrollment Online Courses

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Teaching and Learning

Patrice Torcivia Prusko, *, Harvard University*
Haejung Chung, *Senior Learning Designer, Harvard Graduate School of Education*

This interactive session highlights the effectiveness of centering faculty voices as a guide to create high-impact large-enrollment online courses. We discuss our core values for online learning on human-centeredness as an effective strategy to overcome emotional and procedural barriers in designing and developing complex asynchronous learning experiences. Using the empathy framework (Kouprie & Visser, 2009), we discuss our process of immersing ourselves in using faculty-centered vocabulary and heuristics, and connecting their minds to evidence-based design considerations. This interactive session invites participants to examine factors that build lasting relationships with faculty during the pandemic and progress efficiently through a short development time frame. Participants will engage in structured peer discussions and reflection, and brainstorm ways in which faculty support endeavors can be humanized. They will also take away adaptable templates and worksheets for immediate use during faculty consultations.

One Team, One Mission, One Family: Lessons Learned from a Statewide IT Merger

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Leadership and Organizational Development

Alicia Medros, *Assistant Vice President - Teaching & Learning Technologies, University of New Hampshire*
David J. Blezard, *Senior Director, Enterprise IT Systems Services, University of New Hampshire*

Starting in January 2020, the University System of New Hampshire (USNH) brought together the IT staff, operations, and services across Granite State College, Keene State College, Plymouth State University, and University of New Hampshire. The new Enterprise Technology and Services organization provides service and support across USNH, with a distributed staff and teams located across the region. The goal that our new system-wide CIO proposed was that we become "One Team, One Mission, One Family." What does that really mean? How have we done in achieving that? We will share the story of this merger, both the good

and the bad. It certainly didn't help that we started this right before the pandemic hit, which provided both brand new challenges as well as unthought-of opportunities for the new organization. While not every school is going to face a merger across institutions, overall trends in higher education mean that USNH is not unique. Even if you are not facing this situation, we believe what we have learned about organizational change, breaking down silos, rethinking service delivery, and modernizing infrastructure will have valuable lessons for every school.

12:00 p.m. – 1:00 p.m.

Lunch

East and West Prefunction & Rotunda

Session Type: Meal

Delivery Format: Meal

Track:

1:00 p.m. – 1:20 p.m.

From Print Release Station to QR Code

Room 550

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Systems and Solutions

Marcus Longmuir, *Senior Director of Academic Technology, The New School*

Seven years ago The New School set up touchscreen tablets on campus for students to release documents to our printers. When COVID-19 descended and our courses moved 100% online, we tested the use of Pharos' QR codes as a touchless alternative—we ultimately decided to keep the touchscreens. Unfortunately, the touchscreen hardware failed when 12,000 students returned to campus after a year, so we had to rapidly implement the QR code solution. Learn how we set everything up in just a few weeks.

From Rapid Pivot to Full Transformation: Creating a Dynamic and Equitable Hybrid Campus at HBS

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Teaching and Learning

Louisa Jeng, *Instructional Designer, Harvard Business School*
Michelle Elizabeth Munoz, *Instructional Designer, Harvard Business School*

Harvard Business School's (HBS) case method requires active dialogue between faculty and students, rapid questions and answers, and deep intellectual and social engagement both in and out of the classroom. For the 2020–21 academic year, HBS rapidly created a dynamic hybrid classroom solution. Following the successful initial implementation, the school took the opportunity for reflection, leveraging student and faculty feedback, experience, and technological innovation to further enhance

equity and engagement in our hybrid classrooms as well as create new spaces for the 2021–22 school year. Over the course of this reflection, three key needs emerged: 1. The need for an autonomous, self-service solution for accessing the hybrid classroom technology as the ratio of in-room to remote students changed. 2.The elimination of support pain points and reduction of in-room technology resource load. 3. Operationalization and the adaptation for longer-term and non-academic use of the spaces. Attendees will learn about HBS's iterative and collaborative process to transform into a fully hybrid campus, including an overview of the consultation process with faculty, the development of a core hybrid team, and applications for other institutions.

Moving from Surviving to Thriving in the New Normal of Remote, Hybrid and In-person Work

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Leadership and Organizational Development

David Weil, *Chief Information Officer, Ithaca College*

Karen Warren, *Deputy CIO, Wesleyan University*

Since the incredible pivot that occurred on our campuses two years ago this month, the workplace has dramatically changed for all of us. With staff no longer all working together in person, we've had to adjust the way we communicate, lead, and build shared culture and connection with those we serve. Wesleyan University and Ithaca College have embraced (albeit cautiously) new approaches to work post-pandemic. Up to 70% of their IT staff are either partially or wholly remote at any given time. Both institutions have posted and hired positions with remote applicants who never have or will set foot on campus. Join us as we share our experiences working within this new paradigm. Data supports that higher education is joining the private sector in this model to attract and retain talent. Yet we struggle to define the approaches that will fully connect employees who are not present on campus. Are remote workers less "engaged" or do we need to redefine our understanding of engagement? Dave Weil and Karen Warren will share their approaches and facilitate a discussion about how supervisors and employees are navigating this new normal of remote, hybrid, and in-person workers, and share tips, techniques, and tools to help us all continue our journey from just surviving to thriving.

1:00 p.m. – 1:45 p.m.

Using Tech to Move the Needle on Diversity Initiatives

Room 553

Session Type: Industry Led

Delivery Format: Presentation or Panel Session

Track: Data-Driven Decision-Making

Beth Francoeur, *Account Executive, Workday*

To meet the needs of learners today, it can be necessary to transform the way an organization does business. From a talent perspective, that means understanding the experiences of employees in order to attract and retain a workforce that reflects the diversity of wider society and, consequently, the institution's students. Hear how officials at Southern New Hampshire University have used technology to guide the way toward being a more diverse, inclusive, and equitable organization.

1:25 p.m. – 1:45 p.m.

Does Changing the Motivational Mindset of Teams and Individuals Influence Cultural Change?

Room 551

Session Type: Breakout Session

Delivery Format: Facilitated Discussion

Track: Leadership and Organizational Development

Steven Fullerton, *Manager Network & Operations Center, Clemson University*

The discussion focuses on ideas to change the mindset of teams we lead and individuals we mentor. Peter Drucker said that "culture eats strategy for breakfast" when organizations talk about making changes. It is the people who carry out the vision or strategy who determine its success. Knowing that, how can we effectively change the mindset of those doing the work? Over the last 10 years of my career, I have spent time reading, practicing, and reaching out to other IT leaders about mindset. A person's mindset is as unique as their fingerprints. The same is true of groups. Mindsets are beliefs, self-perceptions, and outlooks held by people and the teams they make up. Organizational culture defines itself in almost the same way. The big difference is that it comes from the top down as a collection of beliefs, attitudes, and assumptions. When I think about culture, the picture I get is Tevye (Fiddler on the Roof) singing "Tradition!" The pandemic taught us that we had to rethink old IT solutions. The future is remote workers signing and securely storing contracts digitally, and instructors delivering classroom content asynchronously and synchronously to students. These changes, among others, challenge the organizational culture. Changing the mindset of the IT suppliers and consumers stops culture from eating these new strategies for breakfast.

Fun and Games with Copyright

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Libraries and Scholarship in the 21st Century

Paul Bond, *Associate Librarian, SUNY Broome Community College*

Understanding copyright issues is integral to open education, but unfortunately copyright can be a dreadfully dull subject. An international team has developed an interactive game to foster engaging discussions of copyright. This workshop will involve attendees in playing the game and give them the opportunity to contribute to its further development.

OSS Learner Credential Wallet

Room 550

Session Type: Breakout Session

Delivery Format: Demonstration

Track: Systems and Solutions

Gillian Walsh, *Academic Coordinator , MIT*

The Digital Credentials Consortium (DCC) comprises 12 leading universities in North America and Europe that are building an infrastructure for digital academic credentials that can support the education systems of the future. The DCC's goal is to create a trusted, distributed, and shared infrastructure that will become the standard for issuing, storing, displaying, and verifying academic credentials, digitally. The DCC team at Massachusetts Institute of Technology (MIT) will share its work developing an open source

learner credential wallet, the mechanism for learners to control and share their credentials such as degrees, certificates, etc., and insights gained from piloting this technology at multiple institutes of higher education.

2:00 p.m. – 2:45 p.m.

Attracting and Retaining Student Talent in Technology Support

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Audiovisual and IT Services: Support Models and Practices

***Walter Schwarz**, Client Infrastructure Manager, Southern Connecticut State University*

Competition for talented student workers is high and technology support managers are often limited in what they can offer for direct compensation. In this session, we will present strategies for attracting talented students, developing talent among current student workers, and retraining talent, along with the results of implementing these strategies in multiple institutions. Specific strategies covered will include creating and delivering IT support curriculum, gamification in the student worker experience, micro-credentials and badging student worker knowledge, and alternative methods for incentivizing student workers.

Convergences and Divergences: Faculty and Librarian Perceptions on Misinformation in the Classroom

Room 550

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Libraries and Scholarship in the 21st Century

***Laura Saunders**, Associate Professor, Simmons University*

This presentation shares the results of a nationwide study of faculty and academic librarians examining the extent to which each group addresses misinformation in the classroom, and the extent to which they collaborate in that work. The survey explored which issues related to misinformation each group finds most pressing and which approaches to combat its spread they see as most promising, as well as their ratings of college students' news literacy skills. The presentation will explore the overlap and differences between each group's perspectives. One survey examined whether faculty are addressing these issues in their classroom, and how they are addressing the issues, or why they are not addressing them. A parallel survey asked similar questions of librarians. The results indicate that while both groups share concerns about the threats of mis- and disinformation, and both view students' news literacies proficiencies as moderate, attention to the topic in the classroom varies. Faculty are highly unlikely to collaborate with librarians in designing or delivering instruction or assessments on the topic. Some librarians report that they are not able to address mis- and disinformation and news literacy in the classroom because the faculty with whom they work do not request such instruction. The presentation will conclude with recommendations for librarians who want to increase the news literacy instruction and their collaboration with faculty.

Effective Practices that Made Courses Feel More Accessible to Students During the Pandemic

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Teaching and Learning

Juli G. Haugen, *Digital Accessibility Specialist, Bowdoin College*
Sherri Nicole Braxton, *Senior Director for Digital Innovation, Bowdoin College*

After Bowdoin students spent an entire year of predominately remote learning, it was discovered that some thought, as far as classes went, it was the most accessible year ever, impacting their level of engagement and learning. These students expressed hope that some of the accessible teaching strategies faculty implemented in their remote classes would continue when classes met in person again. This session reflects on the strategies and tools that contributed to classes being more accessible during the past year, what we learned from conversations with students and faculty, and how this feedback is informing digital accessibility decisions, support, tools, and programming at Bowdoin.

How Babson Is Reshaping Online Learning

Room 553

Session Type: Industry Led

Delivery Format: Presentation or Panel Session

Track: Teaching and Learning

Nicole Baldassarre, *RSM, InSpace Proximity*
Lisa Keohane, *Associate Director, Academic Technologies, Babson College*

At Babson College, online learning has been key to growth and continues to evolve as it is integrated into all of our graduate and undergraduate programs. As it has grown, online learning has become an increasingly higher priority for our technology teams. We vet, research, test, and provide tools that will not only help make classes more innovative but also provide an opportunity for enhanced student engagement both in and outside of the classroom. With InSpace, this journey began two years ago as an online classroom solution, when we needed to transition quickly to virtual learning. Over time, InSpace has become a community-wide tool, used in fully online and hybrid courses, student clubs, mentoring groups, admissions, HR, and executive education.

3:00 p.m. – 3:20 p.m.

BrownU and MyBrown: Transforming with Mobile and a Portal

Room 550

Session Type: Breakout Session

Delivery Format: Demonstration

Track: Systems and Solutions

Stephanie Obodda, *Assistant Director, Digital Innovation Engineering, Brown University*

In the last two years, Brown launched a new mobile app, BrownU, and a portal, MyBrown. Aiming to centralize disparate systems and scattered pieces of information, each platform addresses a different need: accessing on-the-go information from a phone and drilling into the details at a computer. These two systems work together, leveraging the same authentication and content management system, but offer distinct user experiences.

How New York Institute of Technology Modernized Their Data Infrastructure for Deeper Data Analysis

Room 551

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Data-Driven Decision-Making

Becky Frieden, *Senior Director of Enterprise Applications and Decision Support Systems, New York Institute of Technology*

The New York Institute of Technology (NYIT) wanted to quickly evolve its infrastructure so it could make data more accessible to the institution. It had strategic questions around financial aid and recruitment to answer but lacked the data infrastructure and technology to do so. After moving from on-premises to the cloud, and investing in data science expertise, it was able to take a deep dive into its data to answer strategic questions like: Are we recruiting students most likely to be successful at our institution? Are we optimally awarding our financial aid to maximize yield and retention? How does unmet financial need impact student retention? How do I modify my financial aid leveraging strategy to maximize yield? In this session, Becky Frieden, senior director of Enterprise Applications and Decision Support Systems, will share NYIT's analytics journey, including how and why it sought to modernize its data infrastructure, the process for securing buy-in and support across the institution, the importance of having easily accessible data, and the critical role of building a culture of trust in that data.

Hybrid Simultaneous Teaching?Technology, Pedagogy, and Training

Room 552

Session Type: Breakout Session

Delivery Format: Demonstration

Track: Teaching and Learning

Ian Tosh, *Assistant Director of Educational Technology, Harvard University*
Erin Baumann, *Associate Director of Professional Pedagogy, Harvard Kennedy School*

In the session we will demonstrate the technology and faculty training used in deploying Hybrid Simultaneous education to the Harvard Kennedy School in the spring of 2021. Presenters from both the technical and pedagogical teams at HKS will discuss the technical setup in classrooms, and the ways we prepared faculty to teach in these newly designed rooms, using hybrid simultaneous teaching. We will also share lessons learned from the hybrid simultaneous classes that have been taught.

3:00 p.m. – 3:45 p.m.

Your Scholastic Esports Program within the Ecosystem

Room 553

Session Type: Industry Led

Delivery Format: Facilitated Discussion

Track: Leadership and Organizational Development

Bradford Harris, *Education Strategist, SHI International Corp.*

Esports is a fast-growing industry, and it is growing even faster in educational institutions. The purpose of this session is to understand where you are as an educator in creating your scholastics esports program and how it relates to the esports ecosystem. In the session you will not only learn why scholastic esports are important but also understand the importance of how

you may interact within that ecosystem. You will also understand what parties you might need to bring to your table to help build your program.

3:25 p.m. – 3:45 p.m.

Enabling Student Competency Self-reflection Online through MS PowerApps

Room 552

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Innovating Student Success

Felipe Estrada-Prada, *Senior Learning Technologist, Harvard University*

Even before the pandemic, our industry struggled to create online learning experiences to enable and support student self-reflection at larger scales. At the beginning of a one-year graduate program at HGSE, 120 students were asked to create an individual development plan (IDP). To support student self-reflection, we created a PowerApps-based online learning experience that used student responses to construct individualized feedback dashboards and reports. Students were then able to use these resources as inputs when constructing their IDPs. We created a similar tool to measure cohort mood and invite students to reflect on the emotions they felt at different moments of their program. This tool also provided an additional channel to request support if needed. Part of the challenge lay in finding tools that allowed us to capture information from students and later mirror it back flexibly. Solutions in the market were costly and focused on generating aggregate-level dashboards but did not provide individual respondents with personalized screens. An in-house development from scratch was also too costly to consider and had the added risk of creating user information security issues. We chose to use PowerApps, SharePoint, and Microsoft 365 partly because these tools were already included in our existing Microsoft for Education license; therefore, the solution did not impact our IT budget.

Implementing a Corporate ITSM Tool at a Smaller Institution—Has it Been Worth It?

Room 550

Session Type: Breakout Session

Delivery Format: Presentation or Panel Session

Track: Systems and Solutions

Sarah Murray, *IT Service Management Administrator, Bentley University*

At Bentley University, what started as the replacement of an aging IT ticketing tool has become a steady series of projects that has so far brought incident, change, knowledge, asset and request management together into a single tool, with more in the works. Taking an iterative "crawl, walk, run" approach to the implementation of a corporate ITSM tool, Bentley used an implementation partner to launch its first applications from 2019–20, and continues to build out the platform with a handful of service owners, distributed roles, and a single administrator/developer. Hear some of the lessons learned from the perspective of that primary practitioner, using ServiceNow as the framework for a discussion of what has worked well so far, some of the lessons learned, and some of the challenges related to their ongoing initiatives.

Metrics to Drive Change

Room 551

Session Type: Breakout Session

Delivery Format: Facilitated Discussion

Track: Data-Driven Decision-Making

David J. Blezard, *Senior Director, Enterprise IT Systems Services, University of New Hampshire*

Metrics go hand and hand with IT services. After all, computers love to crunch numbers, and we have a nearly endless supply of data to feed into algorithms. It has been said that what gets measured gets managed, but it is frustratingly difficult at times to figure out what is the right measurement or what value they have. This session will be an interactive conversation around metrics defining their utility to drive change and the problems that come from the wrong approaches. Metrics have been a key focus within the Enterprise Technology and Services organization that serves the schools of the University System of New Hampshire. The facilitator will have examples to share, both good and bad, along with gathering other feedback, input, and experiences from the entire group of participants.

On-Demand Sessions

A Software Build System—Reliability Is Repeatability

Session Type:

Delivery Format: On-Demand

Track: Systems and Solutions

Martin VanWinkle, *System/Security Administrator, Institute for Advanced Study*

This technical session will focus on the life cycle of a simple software project. A small script will be installed using system-based packages. Revision control will briefly be covered. Upgrading and removal will then be covered. Some flexibility will be demonstrated, and then there will be a brief foray into script libraries.

Advanced Tech Culture: Collaborative Communication Practices

Session Type:

Delivery Format: On-Demand

Track: Teaching and Learning

Erin Sanders-Sigmon, *Interpreter, Framingham State University*
Stacy Cohen, *Instructional Technologist, Framingham State University*
Stephanie Jo Kent, *Visiting Lecturer, Framingham State University*

After two years of virtual conferencing/learning/interacting, it is time to further the conversation of how to engage one another through this medium. This advanced session explores virtual communication through the lens of interpreted interactions, comparing how Deaf and Hearing people experience virtual meetings both similarly and differently. Come participate in interpreted interaction with us! Through shared experience, modeling, and discussion, this interactive session begins a dialogue around cultural aspects of communication, specifically how to foster inclusive communication when interpreters are involved by leveraging the full power of the virtual meeting tools at hand. We will share examples that illustrate differences between the Deaf and Hearing experience with language. Guiding questions following these examples will provide a basis for small and large group discussion exploring the concepts of time, pacing, turn-taking, visual indicators, captions, non-verbal signals (both human and technical), and backchannels as meaningful components to collaborative communication. The presenters will also share some guidelines and things to watch for when attending or facilitating future virtual interactions. With new awareness and specific practical guidance, participants will be more prepared to facilitate sessions and move toward a more advanced understanding of how technology supports collaborative communication and serves the needs of everyone.

Bridging Digital Skills and the Student Body

Session Type: Breakout Session

Delivery Format: On-Demand

Track: Libraries and Scholarship in the 21st Century

Sean Keenan, *Educational and Scholarly Technology Assistant, Bryn Mawr College*

Within a traditional curriculum, it can be difficult to fit in the digital skills that are quickly accelerating from accessory into a necessity. The focus of this session is on the role taken by the Bryn Mawr College's Educational and Scholarly Technology Department in leading digital skill intensives and workshops outside of class time. The purpose of these sessions was to provide supplemental educational experiences that provided students with the skills needed to succeed in the current market. The focus of this presentation will be on the type of intensives and workshops the department led, as well as methods of making the sessions accessible to a student body affected by pandemic. There will also be a brief look into Bryn Mawr College's Digital Competencies program, which aims to provide the framework for students to understand what digital skills exists and how these skills can be molded based on their interests and lived experiences.

Campus-wide Development Planning: Creating a Faculty Culture of Transformation and Resilience

Session Type:

Delivery Format: On-Demand

Track: Leadership and Organizational Development

Ryan Doran Hazen, *, , Moodle US LLC*

Kelly M. Dempsey, *Instructional Designer/Account Manager, Moodle US LLC*

Varying levels of skill and practice across institutions can result in frustrating inconsistencies for students, faculty, and administration alike. When faculty become isolated in their professional development patterns, they miss opportunities to develop campus-wide culture and modern pedagogical practices that set their community apart. Developing a campus culture of innovation in teaching requires a sustained effort to create a culture where faculty are in contact with supportive peers dedicated to each others' pedagogical growth. After working with a diverse set of instructional designers with experience from dozens of institutions, Moodle US has developed a set of principles to guide institutions in developing a self-sustaining development community on their own campus: Pedagogy transcends discipline. Professional development is an ongoing process best situated in a community of trusted peers. Faculty are most successful when they have both structure and agency in their professional development. Both lateral and vertical peer relationships are required for a successful campus-wide development plan. Integration of pedagogy and tools is essential to significant development. Existing campus and third-party resources should be readily available in the LMS. This

presentation will include a high-level overview of these principles, examples of how they can be applied, and a live demonstration of community development activity that is both structured and flexible.

Diversity in Classroom Discussions Maximized with Teachly

Session Type: Breakout Session

Delivery Format: On-Demand

Track: Teaching and Learning

Brian Leonardo Ramirez, *Instructional Technologist , Harvard University*
Ian Tosh, *Assistant Director of Educational Technology, Harvard University*

In this session, we will explore a tool that has helped the Harvard Kennedy School tackle one of the most prominent issues in today's classrooms: inclusion, diversity, and belonging. Teachly is a tool developed at the Harvard Kennedy School (HKS) for educators by educators. Teachly allows faculty to learn more about their students and get to know their teaching. Using statistics, Teachly reveals unconscious bias in the classroom and gives faculty the tools to correct the effects of unconscious bias (e.g., under-calling a particular student population). We will also discuss the benefits of maximizing the diversity of voices participating in a classroom discussion. The presenters have direct experience supporting Teachly for use across courses at HKS.

Effective, Inclusive Alternative Text and Captions: Creating Cohesive Guidelines for Online Courses

Session Type: Breakout Session

Delivery Format: On-Demand

Track: Teaching and Learning

Kelley Hirsch, *Learning Designer, Harvard Graduate School of Education*

How People Learn (HPL), an asynchronous online course at the Harvard Graduate School of Education, has hundreds of images. These visuals help convey course content and contribute to an inclusive learning community. Online images are required to have "a text alternative that serves the equal purpose," i.e., alt text. However, an audit of select HPL content found areas where our alt text was missing or lacked key descriptive information. We also received feedback from students that they wanted more inclusive language and images used throughout the course; less unnecessarily gendered language; and more representation of BIPOC, neurodiverse, and non-binary people. This feedback brings up tensions in our strategy for writing consistent, effective alt text: 1) How do we decide how much detail is "essential" for learners to understanding an image's meaning? 2) How do we decide when race and gender are relevant to the image and should be included in alt text? 3) How should we describe characteristics like race and gender when we don't know how people self-identify? To create an internal alt text guide, we are surveying best practices from higher education; UX and social media; and diversity, inclusion, and belonging centers. We will then prototype and get feedback on sample, representative alt text from HPL and solicit student ideas to ensure we are meeting our goals for both conveying visual content and doing so in an inclusive way.

Essence of Good Course (Re)Design: Applying Gagné's Nine Events of Instruction

Session Type:

Delivery Format: On-Demand

Track: Teaching and Learning

Roula Creighton, *Instructional Designer, Le Moyne College*
Mounika Ragula, *Instructional Technology Designer, Le Moyne College*

Royce Robertson, *Director, Instructional Design and Academic Technology, Le Moyne College*

Robert Gagné's learning and instructional theories are still relevant today. Known as the father of instructional strategies, Gagné's Nine Events model can be applied to online, hybrid, and traditional teaching and learning contexts to build effective courses and learning experiences. With this presentation we will explore ways to apply the structure of Gagné's Nine Events of Learning to the online, hybrid, and traditional learning and training contexts to transform traditional teaching and learning experiences into motivating and engaging interactions.

From Pivot to Permanent: Collecting Faculty and Student Insights to Assess Technology's Impact

Session Type: Breakout Session

Delivery Format: On-Demand

Track: Data-Driven Decision-Making

Samantha Grace Burke, *Associate Director of Assessment , Bowdoin College*
Sherri Nicole Braxton, *Senior Director for Digital Innovation, Bowdoin College*
Christina M. Finneran, *Vice President for Institutional Research, Analytics & Consulting, Bowdoin College*

Even though faculty and students were exhausted after a year of online courses, Bowdoin College took the opportunity during the spring and summer of 2021 to gather data on best practices that enhanced student learning during the pandemic. A collaboration between academic affairs, information technology, and institutional research sought to collect minimally burdensome qualitative data from faculty and students to inform a newly formed college working group's efforts to identify ways to support faculty in the classroom post-pandemic. Virtual faculty meetings were used to conduct brief polls and pose an open-ended prompt. This anonymous synchronous feedback along with an anonymous feedback form, faculty listening sessions, and student focus groups elicited positive experiences and techniques that improved student learning and engagement. The listening sessions and focus groups allowed for a shared reflective experience and the opportunity to identify what emerged as effective teaching and learning practices that could be carried forward upon the return to campus. During this session, the presenters will share insights gained from the data collection and discuss how the results were used to inform the work of a shared governance group's reporting and recommendations for how the college should proceed in three strategic areas: adopting effective practices, promoting inclusive excellence, and creating a collaborative decision-making model for academic technology acquisition.

Get and Graduate More Students with Integrated Academic Operations

Session Type:

Delivery Format: On-Demand

Track: Systems and Solutions

Dearv O'Crowley, *Head of Product, Coursedog, Inc.*
Justin Wenig, *CEO, Coursedog, Inc.*

Is your institution executing student-centric, data-driven, cost-efficient academic processes? From our work with hundreds of higher ed institutions, we've learned that administrators and students alike face limited, shrinking resources and avoidable roadblocks to success; a lack of easy-access data that's needed to make student-centric scheduling and curriculum decisions; and an integrated, easy-to-use tool or method for executing curricular and scheduling processes. Join our presentation to learn how to execute exceptional educational experiences for your students. You'll hear how an integrated platform helps colleges and universities support student-centric scheduling, build efficient curriculum processes that support innovation, publish marketable online catalogs and handbooks, and inform strategic resource allocation decisions through enrollment and demand-based analytics.

Grant Funding for IT Initiatives

Session Type:

Delivery Format: On-Demand

Track: Leadership and Organizational Development

Liz Shay, Senior Grants Development Consultant, Grants Office, LLC

Technology is an integral part of higher education throughout campus. The coronavirus pandemic has only exacerbated the need for creative solutions and innovative technology. Finding the funding to support these innovative approaches to education and research technology is critical to making progress as an institution but can often be challenging. This session will explore the grant funding landscape for funding technology initiatives at institutions of higher education. We will also discuss how to effectively position technology within a project to increase the likelihood that a proposal will stand out for reviewers.

Integrating Technology in Learning Activities to Identify Knowledge Gaps Among Undergraduate Nursing

Session Type:

Delivery Format: On-Demand

Track: Teaching and Learning

Teresa Puckhaber, Assistant professor, Western Connecticut State University
Monica Sousa, Professor, Western Connecticut State University
Kimberlee-An Bridges, Assistant Professor, Western Connecticut State University
Eileen Campbell, Associate Professor, Western Connecticut State University

Faculty teaching in an undergraduate medical-surgical nursing course adopted a new online platform to enhance student learning and provide an interactive experience. Students were required to complete a virtual clinical scenario based on a concept that was presented in the classroom. To meet the criteria for competence, students needed to apply the nursing process to provide competent and safe care to a patient in the virtual simulation. The online adaptive quizzes were assigned for each of the four units in the course. The faculty assigned a minimum knowledge level that students were required to reach. Students answered questions independently until they reached the required knowledge level. Student performance determined what type of question they would see next and how many more questions needed to be correctly answered to achieve the assigned knowledge level. The integration of innovative technology, including virtual simulation and adaptive quizzing allowed the faculty to identify knowledge gaps. The virtual simulations in particular revealed a knowledge gap about basic nursing concepts and a lack of clinical reasoning. Faculty were able to address these knowledge gaps in the classroom with students. Based on end-of-course survey results, 89% of students found the virtual simulations assignments helpful to their learning, and 96% of students rated the online adaptive quizzing helpful to their learning.

Intrusive Advising—Faculty Style

Session Type:

Delivery Format: On-Demand

Track: Libraries and Scholarship in the 21st Century

Leslie Inglis, Electronic Resources Librarian, Franklin Pierce University
Eric Shannon, Collection Strategies and Services Librarian, Keene State College

Intrusive Advising is traditionally practiced on students by having faculty members insert themselves more directly into students' academic life. "Intrusive Advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence" (NACADA website). Librarians from Keene State College and Franklin Pierce University will discuss how their libraries have practiced a form of Intrusive Advising on their faculty members to keep the library services and resources in front of the faculty during these challenging times. The abrupt transition to hybrid learning and reduction in budgets caused by the pandemic can easily lead to frustration and burnout among educators. Librarians can play a leadership role in promoting resilience by helping to guide faculty members in these challenging times. Presenters will discuss the process of reallocating budgets to accommodate increased demand from faculty for streaming videos, the importance of transparent communication with faculty members about collection decisions, and informing faculty members about content provided free or at reduced cost during the pandemic. By actively engaging with faculty and adapting quickly to changing instructional needs, librarians can have a direct and positive impact on teaching and learning.

Microsoft Accessibility Solutions

Session Type: Breakout Session

Delivery Format: On-Demand

Track: Teaching and Learning

Rico Ramirez Romero, *Customer Success Manager, Microsoft Corporation*
Spencer McCluskey, *Marketing Partnerships, Microsoft Corporation*

There is no limit to what people can achieve when technology reflects the diversity of all who use it. This course shows how people can achieve more with the built-in accessibility tools and features in Microsoft technologies.

Not Your Typical Flip to Zoom

Session Type:

Delivery Format: On-Demand

Track: Teaching and Learning

Karl Hakkarainen, *Technology Adviser, Assumption College*

How the Worcester Institute for Senior Education (WISE) brought its lifelong learning program to its 350+ members, expanded its reach to multiple states and one Canadian province, and improved its inclusivity.

Remote Access Mac Labs

Session Type: Breakout Session

Delivery Format: On-Demand

Track: Systems and Solutions

William Joseph Suppa, *Instructional Techhnologist, University of Massachusetts Lowell*
David Corcoran, *Classroom Technologist, University of Massachusetts Lowell*

Our university needed to move all classes online to combat the COVID-19 Virus. This created issues as most members of the student body did not have access to a powerful machine and professional software required by their major. We needed to find a

viable solution to properly meet their needs. Apple does not provide a native solution for virtual lab access. After vetting multiple vendors, we elected to use the Splashtop for Business client. Their technical support team worked with us to set up a viable solution that was easy to use and access. We were able to create a 24-hour-accessible virtual Mac lab for our students as a stand-alone option to be used in conjunction with the labs we already have in place.

Scaling Up: Strategies for Providing Differentiated On-demand Professional Development to Faculty

Session Type:

Delivery Format: On-Demand

Track: Teaching and Learning

Blair Goodlin, *Instructional Designer, Manhattan College*
Kim Woodruff, *Director Instructional Design, Manhattan College*

After the initial emergency transition to remote instruction in spring 2020 due to the COVID-19 pandemic, academic leadership at Manhattan College charged instructional designers with designing and delivering a comprehensive training program in preparation for summer 2020 and beyond that would prepare faculty for teaching remotely and increase the overall level of quality for remote teaching and learning. As plans for the training were discussed, three primary criteria emerged: The training needed to be differentiated. (Faculty with various levels of expertise in teaching and technology would all need to be able to participate in the training and learn new skills and strategies, without requiring faculty to spend time on content that they already knew or felt was not applicable to their discipline or teaching style.) The training needed to be scalable. (We needed to be able to reach a large number of faculty and for faculty to complete the training independently.) The training needed to be automated. (With limited resources and personnel, it was important that management of the training platform require minimal manual intervention and include accountability to measure faculty members' progress through the training.) In this session, we will discuss the strategies and tools we employed to fulfill these criteria.

Sherpas of the Digital Age: The Case for Instructional Technology Support

Session Type:

Delivery Format: On-Demand

Track: Teaching and Learning

Melissa Kaufman, *Director of Academic Innovation, Drexel University*

Online learning had already been a disrupter in the higher education landscape when COVID-19 threw the world into chaos. In April 2020, Peter Decherney and Caroline Levander (2020) wrote that "instructional designers have become the sherpas of online learning teams" (para. 5). EDUCAUSE's Top 10 IT Issues 2022 identified "Digital Faculty for a Digital Future" as the number three IT issue in higher education (Grajek, 2021), specifically noting that staff with instructional design and instructional pedagogical expertise were key to supporting faculty in the digital age. In 2021, a research study was done at a large research university exploring faculty participation in online learning. A part of that study looked at what faculty need to be successful in the online learning space and their experience with instructional design support. This presentation will discuss this original research and give participants tools to help them make a case for their institutions to invest more in instructional and pedagogical technologists to support faculty in the digital age.

Strategies to Help Students with Disabilities to Navigate the Learning Management System

Session Type: Breakout Session

Delivery Format: On-Demand

Track: Teaching and Learning

Mounika Ragula, *Instructional Technology Designer, Le Moyne College*

The COVID-19 pandemic has unearthed many challenges for colleges and universities. One of the problems that became even more prominent during the pandemic is assisting students with accessibility needs. Although most of the products we use advertise themselves as accessible, we do not know how accessible they are until we are presented with a challenge to test the accessibility limits. One such challenge our team at Le Moyne faced is the accessible use of our learning management system, Canvas, when used with screen readers. This session will focus on discussing strategies to help students who use screen readers. The participants will be able to engage with everyone and share their strategies in helping faculty develop inclusive courses and assisting students who have accessible needs as they navigate through the learning management system.

Taking Student Engagement in Online Learning to the Next Level

Session Type: Breakout Session

Delivery Format: On-Demand

Track: Data-Driven Decision-Making

Hui Rong, *Senior Instructional Technologist, University of Massachusetts Medical School*

Online learning has recently become an indispensable part of higher education. Even fields traditionally considered unfit for online learning such as medical education have started to embrace online learning and move towards a hybrid model. At UMass Chan Medical School, a similar trend has been witnessed. To better satisfy the needs of current students, our leadership announced its online learning initiative aiming to improve students' medical education experience. Under this initiative, about 60 independent learning modules (ILMs) have been developed in the past 2 years. At the end of each ILM, a survey is embedded to collect student feedback which will be used to understand students' learning experience and learning satisfaction and propose changes for continuous improvement. One thing I learned from reviewing the survey results is how students perceive engagement and when they feel most engaged. As instructional designers, we always aim to create modules as interactive and animated as possible because we believe interactivity and animations help promote student engagement. However, the survey results suggested that not all interactions and animations are created equal in terms of their impact on engagement. In some cases, they might be considered meaningless or distracting. In this presentation, I will share my findings regarding student engagement and propose some design tips to help instructional designers create meaningful and engaging online learning products.

That Time We Migrated an Entire University from One LMS to Another in 11 Weeks during a Pandemic

Session Type:

Delivery Format: On-Demand

Track: Systems and Solutions

Alan MacDougall, *Director of Academic Computing, University of New Haven*

Imagine your institution signed a contract on June 1 with a new LMS vendor and then gave you 11 weeks to complete the switch from one LMS to the other. During the height of a pandemic, where everything had to be done remotely. Relive this exciting time in my life as I go through the five stages of LMS Transition. Denial: No we are NOT doing this. Anger: I am so angry we are doing this. Bargaining: OK, I can get behind this, but can I have six months? Depression: It's a beautiful summer day, everyone is complaining, and I am stuck on another Zoom call with a vendor. Acceptance: Let's load the users and the fall courses and let it rip. If you've never transitioned from one LMS to another and would like to try but are scared it will be too difficult, you aren't alone. I'll share my tips and coping strategies. Hopefully, they will make your next transition from one platform to another easier, or at least you'll get a few laughs along the way.