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Building quality online learning experiences and degrees. Error! Bookmark not defined.
Creating operational dynamic map services

SESSION HOST: Mike Sweet

NOTE TAKER: David Schlatter

DISCUSSION:
Saas (google docs)
IaaS Information as a service
Ability to create your own network environment. Day to day admin of servers goes to users.
Difficult to update server machines
Give user ability to scale up the own micro environment
How can we take advantage of the public cloud
Hotel California, you can check in but you can’t get out
Developing the “hybrid cloud”
Is open source. Horizontal scalability. Open stack allows for more storage, not nec. Better but can make it bigger.

KEY POINTS / ACTION ITEMS:
• Object Storage (Swift) Node Run – dropping files in. Writes data in 3 places automatically. Very resilient system.
• Functionality of an Amazon style cloud in local environment.
• Allows user to create an instance that is fully customizable. Basically a machine with any operating system and software that the individual needs.
• You are not stuck on the hardware that you have been given.
  Issues: Lots of moving parts (processes), configuration is time consuming. Software defined networking is difficult.

Session Slides: https://umt.box.com/s/cx4vqz8xaeuazzz5xqjpjurkseyhol9l

ATTENDEES:
Not available
Flexible student starts

SESSION HOST: Cheryl Galipeau

NOTE TAKER: Cheryl Galipeau

DISCUSSION:
Flexible Class Start and End times, competency based; move at your own pace with mentor/tutor support; two-week entry; Flexible start and final deadlines - 6 months; annual subscription to classes

KEY POINTS / ACTION ITEMS:
Barriers: Faculty/workload issues; Banner/scheduling; Funding issues
IT infrastructure challenges
Manual entry on Moodle=cumbersome
Cost/Timing; Deadlines/Grading Issues
VA Benefits
Discussions with revolving class entries
Faculty contracts Further Thoughts/Research: U of Wisconsin; U of Florida

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. See Cheryl Galipeau for more information.

ATTENDEES:
Jacob Hansen, Robert Squires, Lee Tickell, Matt Grimes, Cheryl Galipeau, Penny Jakes, Bradley Layton, Jenn Mills, Kathleen Stevens, John Venters, Camryn Hare
What would happen if we gave 1,000 iPads to our students?

SESSION HOST: Amy Kinch

NOTE TAKER: Amy Kinch

DISCUSSION:

Laptop initiatives by universities in the past was similar. Ipads are far more interactive than laptops. There are location services that would be interesting to use. For example, to know who was in class with it. Interesting to have 1,000 people on campus using exactly the same device. Books could be online. Problems of it...

1,000 doesn't necessarily have consistency across campus. If you did all students, you could do it as part of registration. Representative from DSS is trying to roll out 15 ipads that are loaners. Big problem in getting permission from the publishers. Apple needs to further develop iTunes u. to make the textbooks better.

Tablet is a media consumption device. Can’t write a paper on it. A large percentage of students may already have access to a laptop. If everything they needed was on one device, that would be great. Content doesn’t have to be available from one device but available from any device. Log into something that is the same for everybody.

Devices should provide data to further educational outcomes. New feedback that could be offered to professors could be really valuable. Could use lower friction options than testing to give better feedback to professors. Live polling, word mapping, more collaborative work, finding examples of what you are teaching.

Technical obstacles....wifi in buildings, power could be a big problem...would need more power outlets, how do you deal with damage and breakage, warranties, etc.

18 month lifecycle for this device, so it would up education costs. Textbook producers would still charge us. They will make money somehow. If you are a textbook less campus, that would make up the difference. Some faculty members are opposed to students having a device. Faculty could make money through ibooks author.

Showing faculty the evidence that more students can learn better using these devices. What is the evidence? It sends a message to your students that we understand how you learn.

People might want to use their own favorite device. Mandating a particular technology is an obstacle. Develop the content in a platform neutral environment. You might first
choose a platform to get the benefits of the platform. Might lead to inconsistencies to how it functions. IT might have a hard time making all devices accessible. Current state is diverse platforms. We don't get to take advantage of ecosystem benefits because we don't commit. You can't use just one device for legal reasons. 75 percent of out users are IOS users. Android is not accessible and is not a platform geared toward education. We could build interest by saying that everything on it is accessible, we have templates, we will offer help, etc. to make most folks interested in doing it.

**NOTE TAKER: Liz Roosa Millar**

AppleU/iTunesU needs to be developed further - more faculty publishing and publications available are tablets what students would want? iPads are for information consumption, what about a Microsoft Surface?

Expense? Microsoft has given educational discounts to students.

Do students already have devices...wouldn't they want to use that? expectation of accessing a virtual desktop environment on personal device (cloud) how would this change the classroom environment? immediate feedback, tests in class, interactive (iClickers); more collaborative, ask students to find examples on device

Would need power to every classroom, or other technical obstacles? Wireless access. other challenges? who buys it? who supports it? damage, breakage. They would buy it themselves, ideally. textbook/publisher issue...if unified device, with incentives for faculty to create eResources, many faculty are writing textbooks so they make money from sales. faculty resistance to allowing tech devices in classes, let alone integrating them into their pedagogy what would be good incentives for faculty to ePublish?

Incentivize by showing faculty the data that proves student learn more, better than without flexible learning tools.

Faculty choose best course material...

For some courses, is tech a distraction or does it add value to student learning?
Us that are doing this, some are using it as marketing, others to create an atmosphere/culture where they use it to tell their story; sending a message to your students that recognizes we “get how you learn”, we’re meeting you there.

What groups might we pilot with this? (Dan) Art and Architecture, College of Natural Resources because in the field a lot, undergraduate research important; units that have culture of acceptance of technology, they’ll be the success for you.

What if the students lead the revolution? challenge students to find most relevant apps to your discipline. what about choice of device? iBooks makes easy for different devices to access same content; Dan’s leery about dictating specific device...or platform. be platform neutral. tell them the content, they must be able to access it with whatever device they have.

Start with one platform and widen from there in phases. Find champions and idea makers to start initiatives like this...pilot it with those professors, give them options

From legal perspective, whenever you use the word mandatory, automatic resistance and use of the law to try and fight the mandate; can’t use just one device, people want freedom to choose.

From IT perspective, they’re not wrong, but it doesn’t make sense to accommodate both platforms. 70% users are iOS users, so why invest in android?

Android not accessible or geared toward education (ability perspective) MR, can offer alternatives, while going forward with an initiative like this. Make it so appealing people will opt into it. it’s accessible, show people all you can do. will be outliers, but many will adopt because of value-added. can get there, even with the naysayers out there. students will drive the adoption of technology in the classrooms. the vast majority of faculty “don’t want to be left behind” have limited time, but are life-long learners who do want to learn new things.

Amy invites us to participate in continuing this conversation, indicate on sign-in sheet.

**ATTENDEES:**

Matt LaPalm, Amy Kinch, Ben Hamman, Kyle Pucko, Jedediah Wilson, Dan Ewart, Liz Roosa Millar, Timothy McHenry, Valerie Crepeau, Jason Granvold, Allyson Brown,
Nathan Lindsay, Indy Singh, Jay Bruns, Matt Riley, Chad Baver, Nick Shontz, Morgan Slemberger
Paradigm shift: cloud storage vs. traditional storage

SESSION HOST: John Parkey

NOTE TAKER: Chris Young

DISCUSSION:
Looking for how to utilize, improve cloud storage usage *Box.com trial unlimited storage (Current cap)
Waterfall Permissions - Entry point permissions throughout structure. No degradation of performance due to complex structure.
Roles & Level of access - Co-owner - editor - entry point - viewer = root of structure - downloader - contributor - collaborator *? How to claim content when someone leaves?
Is it secure, reliable, meets needs of the moment
Box for office plugin - toolbars - save to box storage
Box edit - sets up link between box content + software
Box supports mapped drives - Cons - speed hit, support issues
Can "security" audit your umbrella of content in Box * Collaborator lists don't follow if box/folder owner changes.
Box provides API's or plugins to utilize their storage within other programs (ex. Moodle)
Website: Pull content from Box Storage
How to leverage cloud storage vs. traditional storage * 30 day retention period (backup) - charges on restoration - supports versioning (level of editing change) - Inadvertently deletes - remain in users trash for 30 days
2 year box contract
Internet 2 - Many universities collaborate (members) * Nothing static - change requires agility

KEY POINTS / ACTION ITEMS:
Waterfall Permissions
Roles & Level of Access
2 Year Box Contract
Internet 2
Nothing Static

NOTE TAKER: Joe Allred

DISCUSSION:
• Box provides APIs to multiple applications, such as Moodle, web content, and other storage needs. 30-day backup, they can restore a file existed 30 days ago. Box supports versioning, so folks can go back to a certain version.
• If a user inadvertently deletes a file, it remains in their trash for 30 days.
• After 30 days, nothing can be restored that has been deleted.
• Box for Office is a plug-in that you can add to Office, which allows access to their box account similar to the traditional access of a shared drive.
• Click on the Applications icon to discover how to use Box with that Application.
• They are just now issuing "service" accounts send an email to John to get a service account setup
• 1 per department or 1 per college (suggested use) the college or the school that the department is a part of

KEY POINTS / ACTION ITEMS:
Service accounts - contact John Parkey if needed or to discuss

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. Further discussion in and out of IT. Possible short courses to educate departments and or individual users on how and why to use Box.

ATTENDEES:
John Parkey, James Poelstra, Becky Maier, Mike Jensen, Barry Obie, Norman Singley, Guy Shepard, Chris Young, Bernadette Tregidga, Alan Christensen, Robert Logan, Tony Jablonski, Joe Allred, Antony Jo, Saxon Holbrook, Steven Tarkalson
Maintaining higher security needs in a large education environment

SESSION HOST: Shane Heivly

NOTE TAKER: Shane Heivly

DISCUSSION:
How do you secure data in an environment where one size fits all?

KEY POINTS / ACTION ITEMS:
• Inventory the HIPAA/FERPA data on campus (Locations and types, how to start and how to identify)
• Catch the attention of the "Decision Makers" to prioritize > top down approach
  Standardized security policy @ UM
• Implement layered security to protect sensitive data

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. A wider discussion campus wide and with Main Hall.

ATTENDEES:
Tom Battaglia, Patrick Guinard, Gary Tretheway, Mark Pershouse, Joe Hickman, Adrian Irish, Jacob Gallo, Ty Miller, Sean Carlson, Kelsi Camp
Apple TV in the classroom

SESSION HOST: Martin Horejsi

NOTE TAKER: Jonathan Neff

DISCUSSION:
CHPBS, Education, Business
- Bluetooth handshake, the 802.11 for content
- Education: Apple endpoint or nothing
- Security of OSX and iOS - not as secure as popular opinion
- education is partially deployed - all faculty are excited
- Smart TV in UC 329 can display from iOS
- UM Western is doing something similar

KEY POINTS / ACTION ITEMS:
n=30 not managing the iPads Education issued iPads to all faculty, $30 for Apple TV
Education has solutions for testing; Apple, Window and Chrome Contact Don Earl to
test the education solutions Apple provides seamless integration if not Apple.

ATTENDEES:
Jonathan Neff, Eric Tangedahl, Eric Luther, Michael Kukay, Jenny McNulty, Dustin Ward,
Martin Horejsi, Shannon Brilz
SESSION TIME: 11:00                              SESSION LOCATION:  H

Setting IT priorities that meet the vision

SESSION HOST: Julie Cannon

NOTE TAKER: Julie Cannon

DISCUSSION:

• IT operational plan and purpose -Ensuring value delivery
• Communication of priorities (for UM)
• Taking smaller steps for project delivery
• IT: Senate's Role -Communication -Who are the right players?
• Consider a web submission form
• IT Senate Subcommittee roles
• Consider tech partner structure
• Meeting again for proposed solutions

KEY POINTS / ACTION ITEMS

• Meet again for solutions
• IT Senate link inside For UM weekly news letter

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:

Yes Julie Cannon to send out session request to people who signed up.

ATTENDEES:

Chris Lynn, Matt Riley, Kate Oyler, Daphne Felker, Jennifer Simon, Leanne Wright, Brent Hildebrand, Frank Pritchett, Tom Steigers, Art Held, Matt Filer, Brad Reardon, Julie Cannon, Kerry Hallin, Molly Fishburn-Matthew, Gordy Pace, Karen Moore, Steven Van Gransven, Karen Hunt, Barry Brown, Marty Blair, Saxon Holbrook, Cindy Ferguson, Randy Gottfried, Jess Neidigh, Ron Righter
Project management: community of practice

SESSION HOST: Jace Laakso

NOTE TAKER: Scott Holgate

DISCUSSION:
Should we start a community of practice around project management? What tools are available?

KEY POINTS / ACTION ITEMS:
Yes we should start a community of practice (COP) set some goals for the COP

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. Scott to follow up and create the COP

ATTENDEES:
Scott Holgate, Melissa Neidigh, Chuck Harris, Jace Laakso, Caitlin Sager, Tom Engelmann, Nick Stier, Adrianne Donald, Dan Bowling
Digital signatures and paper forms

SESSION HOST: Janet Sedgley

NOTE TAKER: Janet Sedgley

DISCUSSION:
The interest in this topic providing campus efficiency and accessibility (since web forms are more accessible but are often seen as not official nor beautiful to print).

Manu Samuela and Tim Daniels are working on EProp and UApprove – web programs for routing approval via email. They selected one simple and one complex form as the trial forms for UApprove: Cost transfers and RPT.

We were all concerned with the question of how to know if these processes work with audit guidelines but considered the following indicators that there is precedence for this approach:
- FAFSA uses a pin only
- Federal taxes can be sent with a checkmark that submission equal a legal signature
- Cyberbear uses netid and allows grades, financial and personal information to be entered and viewed.

As far as resources:
- Banner has an approval process module but it isn’t in use.
- IT is starting to use LanDesk which has workflows and approvals – but isn’t probably the right vehicle for a campus-wide approval solution
- We have Grizcard pictures which could be released for viewing as another method of verification as long as FERPA restrictions were followed. (The pictures aren’t stored in Banner yet.)

Other things that have been tried:
- Testing services use scanners that scan thumb or palm prints
- Previously the motor pool used input signature pads (like Ace)
- The Federal government uses a smart card that has a chip in it and that is used with a pin (we have GrizCard options)

KEY POINTS / ACTION ITEMS:
- One of the issues with web forms is being able to view the document again. UApprove is being developed to provide this.
• Another issue is that some of the above processes assume that a final document – and we may need to provide for additional editing. UApprove is being developed so that if someone denies it and suggests edits, it goes back to the start of the process.
• Mapping out individual processes is time consuming but should be the first consideration. It would be best to have a system where those routes are set up by the people in charge of the process and can be edited by the same people later.
• UApprove is set up with granular permissions so that, after a document is approved, it may be visible by additional individuals.
• Logically there needs to be at least one place where we actually sign our signature. The GrizCard office may be that place.

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?
Yes. This group will be getting together again and will invite Matt Riley, Bev, Dan Jenko, at least one legislative auditor and anyone else group participants think should be included.

ATTENDEES:
Marlene Zentz, Aaron Page, Emanueli Samuela, Tim Daniel, Su Gregerson, Maggie Linder, Brad Collins, Alan Christensen, Will Ramsey, Daphne Felker
Cascade fun time

SESSION HOST: Kayla Pierson

NOTE TAKER: Kayla Pierson

DISCUSSION:

- UM web team has done an excellent job training people to use Cascade
- Web team has focused on creating plugins for different tools so that they are accessible
- Web Team doesn't need to continually develop things such as a slideshow of a web form because a user can create their own using a plugin
- Cascade is user-friendly, flexible, and open to so many possibilities
- It allows users to have power/freedom to make their site their own
- Using one template instead of many allowed us to be able to update the template in one place and the changes go to all sites
- Lack of training may be why users either break things or don't use much of what Cascade has to offer
- Web Team is quick to respond to users issues/calls/emails (also wants and likes)
- Might be useful to have a way to know what others are asking (FAQ)
- Archive system for tiles
- Embed vimeo as well as youtube
- Web Team uses Google analytics for marketing as well as traffic and usability purposes

KEY POINTS / ACTION ITEMS:

- What is going well?
- What needs work?
- Advantages/disadvantages of using Cascade
- Dynamic Navigation
- Improving Cyberbear

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes

ATTENDEES:
Tony Scalise, Sarah Davidson, Russ Arnold, David Nolt, Cory Creighton, Jennifer Sauer, Sherri Mc Williams, Gordon Terpe, Kayla Pierson
Forced socialization / mentorship groups

SESSION HOST: Jennifer Stephens

NOTE TAKER: Jennifer Stephens

DISCUSSION:
I wanted to learn from Beckie Christiaens how she went about building up the FAM and in particular the treships - three person learning groups - and how we could apply those best practices to build out learning groups at the Blackstone LaunchPad.

KEY POINTS / ACTION ITEMS:
• Treships involve a senior and junior participants for mentorship-like learning. We discussed who the third person should be and that it could be someone in the middle of their career.
• Beckie uses Moodle to communicate and support the team.
• Using Moodle is not necessarily as easy as pushing information out through email as it requires members to go to it, log in, and get the info but that helps to reinforce buy-in.
• Moodle may have the functionality for students, alumni, faculty, and staff to all have access and to help Blackstone LaunchPad provide a virtual collaboration space in addition to meetings in real life.
• Meetings in real life are also essential to building collaboration / learning groups.
• I am going to take back the salient points to my office to discuss and implement what makes sense.

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. Check in with Marlene Zentz to confirm that Moodle has the functionality to include non-UM individuals in the use of the platform. Specifically, we’d want alumni to be able to log in to participate. Student, faculty, and staff - our other constituents - have access to Moodle already.

ATTENDEES:
Jennifer Stephens, Beckie Christiaens, Dan Bowling, Matthew Filer
Student computer fee potential changes to the funds allocation process

SESSION HOST: Valerie Crepeau

NOTE TAKER: Valerie Crepeau

DISCUSSION:

Student Computer Fee - potential changes to the funds allocation process:

There has been discussion on changing the Student Computer Fee allocation process. Currently the funds are split approximately 50/50 between student employment and student computer/technology related equipment.

Employment Funds allocation process comments:

If SCF funds are allocation for employment they must be for benefit of multiple students.
SCF committee members should visit labs and evaluate SCF funded lab employees.

Value of the Student Technical Assistants Project (STAP) needs to be evaluated. STAP is considered by many to be an excellent program however, there are questions on whether SCF should be funding this. Student Affairs is interested in exploring collaboration with the STAP program.

Equipment Funds allocation process comments:

Evaluate current system of entitlement (funds allocated by formula directly to department) versus submission of requests to fund specific projects.

General allocation process comments:

Revisit assessment of equipment and employment allocations through methods such as visiting student computer labs.

Require data on lab usage and roles/expectations of student employees. For example are lab monitors helping students or are they surfing the web?
Increase feedback loops, following up on successes.
Evaluate value of student computer labs.

Check in on success of approved expenditures; post reports on IT website.

Software is a valid SCF funds expenditure but it needs to make sense for a variety of students.
Employment and equipment reports need to include more than numbers; they need to include specifics on project success and student employee job duties.

Ask for some specific lab usage numbers to justify funds allocation.

If changes in the allocation process are determined necessary they should be implemented gradually (don’t pull the rug out from under their feet). SCFC needs to send a memo describing upcoming changes well in advance.

There was a suggestion that SCF funds be used for technology related events.

**ATTENDEES:**

Not available
Consolidating projects

SESSION HOST: Karen Hunt

NOTE TAKER: Karen Hunt

DISCUSSION:

Need to share projects and upcoming projects so we don’t duplicate work and can possibly share resources

Suggestions at time of drafting of RPF - review - notification to interested parties

Research possible methods for expressing ideas being able to chime in thumbs up or thumbs down

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. Will start with monthly meeting to keep the momentum going forward.

ATTENDEES:
Jennifer Simon, Ty Miller, Karen Hunt, Karen Moore, Emanueli Samuela, Cindy Ferguson, Steven Van Grinsven, Barry Obie, Mac McComas, Julie Cannon, Art Held, Chris Lynn, Bernadette Tregidga
SESSION TIME: LUNCH           SESSION LOCATION: Ballroom

Maps

SESSION HOST: Jamie Robertson

NOTE TAKER: Joe Allred

DISCUSSION:
Different ways to utilize the current map and mapping in general.

KEY POINTS / ACTION ITEMS:
- Use a map to show where alumni are from, around the world, potentially using Carto DB (in real time).
- Expansion of building footprints on the campus map.
- Creation of orientation map and potential app with embedded map.
- While looking at the map, it could show events going on in that place on that day or in the next few days; tying into the new events system.
- Adding new layers. How do we decide which layers are important to show or what data people may be looking for on the map?

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?: Yes. Explore the possibility of expanding the feature set of the map and find out if there is buy-in from other departments and/or students.

ATTENDEES:
Not available
Continuous improvement

SESSION HOST: Dan Bowling

NOTE TAKER: Dan Bowling

DISCUSSION:
Idaho has a training program that teaches continuous improvement processes focusing on Kaizen (the practice of continual small changes). The process is highly interactive and ends with a certification at various levels of Kaizen skill. They partner across several major departments for a unified experience.

Elevator Pitch used at Idaho: "If you could give me 4 hours, I can show you staff improvement"

Managers don't know best, workers at the job site do and should be empowered to make change right away. It's a story of empowerment by management and supervisors.

How do we pull students into this process?

Kudos system is great, but maybe we need a problem reporting system that goes to a place for things to be resolved.

Retrospectives on previous work process are a good way to get change to happen in an informed way.

How do you deal with a person who doesn't want to improve?

- Don't start with people who are resistant
- Find the right people, and it will snowball

30% implementation, then iterate to get to 100%.

Starting with small changes can eliminate fear.

Good starting question is: what bothers you at your job? Then tackle that problem first.

Best way to kill the process is to say "no" to a plan, or require approval. Needs management and executive buy in on front-line workers being empowered to make changes.

Neuroscience shows it's hard to change, so make small iterations.

Thinking about change needs to be part of the culture.

Lots of small changes gives lots of small rewards to reinforce the process.
KEY POINTS / ACTION ITEMS:

- Continuous improvement can and should be an ongoing training topic
- It is not IT specific
- The Spirit of Kaizen and the Toyota Way are good inspirational books
- Empowerment of all employees to make positive changes within their area of responsibility is essential
- Managers and supervisors usually do not have as much information about solving problems as front line staff do
- Dan Bowling has the contact info for the budget person at Idaho who runs the program there

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?

Yes. We should form a pilot group to start training on continuous improvement processes through learning the art of Kaizen. After positive progress is demonstrated, grow it to a more formalized process.

- Start small with a few interested departments
- Make awareness of Kaizen practices generally as a tool for improvement
- We might need some administrative buy in for getting people together for training if we want to grow the program
- Pilot with people that are close to students to know what we don't know

ATTENDEES:

Dan Bowling, Camryn Hare, Kate Oyler, Morgan Slemberger, Joe Hickman, Nick Stier, Dan Ewart, Ron Righter, Aaron Paige, Brent Hildebrand
**Do we need an app for that?**

**SESSION HOST:** Nick Shontz  
**NOTE TAKER:** Steven Van Grinsven

**DISCUSSION:**
All of the participants thought we need a mobile app. However, it was clear that a true mobile app strategy is required to ensure that it targets the needs of the individual. It was generally thought that a single app with multiple functions would be the most fitting but those functions must be tailored to the individual. For example a freshman would want different functionality than a senior student who would want different information than a new employee.

There is consideration that a game based app might even further draw interest and encourage student and employee success. There was expressed interest in a collaborative development of the mobile app but consideration would need to be made for long term maintenance as to who would be maintaining it and what tools would be used to ensure that it work on multiple platforms.

To take directive from keynote speakers, we thought we could start with just a mobile app that did interactive mapping taking a small bite out of the total mobile app strategy. The enthusiasm for the project got participants wondering about how quickly the mobile app might be available and it could be done before commencement. I expressed that of all the sessions I will attend today, I feel that this session and idea of a mobile app strategy has the greatest potential to helping UM increase student success rates.

**KEY POINTS / ACTION ITEMS**
Create a mobile app strategy and begin with interactive mapping

**DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:**
Yes. Await results from proceedings review, if it appears that a directive will be supported for the development of a mobile app then ensure attendees are involved in creating the mobile app strategy.

**ATTENDEES:**
Steven Van Grinsven, Russ Arnold, Tony Scalise, Jacob Hansen, Michael Bloom, Scott Holgate, Matthew Filer, Sherri McWilliams, Brant Hildebrand, Emanuelli Samuela, Jamie Robertson, Nick Shontz, Ron Righter, Eric Seyden, Saxon Holbrook, Jennifer Simon, Bernadette Tredidga, Frank Pritchett, Chris Young, Indy Singh
Digital marketing in higher education

SESSION HOST: Kyle Pucko

NOTE TAKER: Matt LaPalm

DISCUSSION:
- New lead source
- Using Digital Marketing to Generate new Leads -cost per application $222
- Tracking student referrals -Hobsen CRM
- Using this data to measure retention
- Schools grabbing auto/Adding budget to campaigns
- How the webpage changed and how to navigate change when there are many stakeholders.

KEY POINTS / ACTION ITEMS:
- UM Digital Marketing is evolving and focusing on digital leads
- This has created a potential Big Data problem

Does this issue require further attention?:
No
Engaging students to maximize value for them and UM

SESSION HOST: Jess Neidigh

NOTE TAKER: Jess Neidigh

DISCUSSION:
- Does student employment result in commitment and does it result in Retention?
  - Yes, many student employees become UM employees after graduation
  - Depends on office and whether or not it’s nurturing and fostering environment
  - Some departments on campus have GPA requirements and are actively engaged in student success by helping struggling students get the assistance they need to succeed. This was identified as something many off-campus jobs do not provide.
- Benefits of student employment
  - Students getting life skills
  - Students getting job experience to help them get a job and to prepare them for the transition to life off campus
  - Students can sometimes relate better to peers, such as student employees

KEY POINTS / ACTION ITEMS:
- We need to create consistency with how internship credits are allowed (or not) for classes. There would be greater value to students if they could more easily get credit for campus jobs:
  - There should be a rubric with a standard set of job requirements that determines whether a job qualifies for one of two types of credit; employment or internship.
    - Employment credit could be gen. ed requirement or elective credits available to any student with any major at the 100 or 200 level, gaining job experience and life skills that may or may not be directly relevant to major.
    - Internship credit would have more specific guidelines and grant major-qualifying credits at 2, 3 or even 400 level, depending on relevancy of the work
    - Non-credit qualifying jobs would be those that have too few of the standard set of requirements
  - To ensure value – employers should give meaningful tasks to student workers and help the students reflect on the value of those tasks (marketable skills, life skills, knowledge transferal, etc.)
• Jobs that try to **fit tasks to student interests or major** are very appreciated by students.
• There is perceived value to “finding your path” during college and often that is done outside the classroom – campus employment is a great opportunity for this.
  o Some students feel they learn more on the job at campus than in classes.

**ATTENDEES:**
Camryn Hare, Kayla Pierson, Zachary Falkner, Leanne Wright, Melissa Neidigh, Becky Maier, Alyssa Brown, Tanner Everard, Will Ramsey
Making the MUS system more accessible

SESSION HOST: Marlene Zentz

NOTE TAKER: Kelsi Camp

DISCUSSION:
UM has been struggling to become more accessible. We’re all trying to figure out how. If we could work together as an MUS system we could save money and reach more students. How do we get an audience at higher levels? Aren’t there regulations requiring accessibility?

The UM resolution agreement with OCR applies only to the UM campus, but accessibility issues are issues that all campuses are facing. We are required to be accessible but the MUS is requiring us to participate in things like AlcoholEDU that are not accessible. We need a grass-roots, bottom-up effort, not a top-down approach.

Montana Tech has an access committee that deals with physical accessibility, but they hadn’t thought of electronic accessibility issues. There are stages of accessibility acceptance and the first stage is awareness. Awareness of accessibility concerns comes before addressing those concerns. There are many people who would be willing to ensure accessibility but they’re not aware of what that takes. Accommodations should be the exception and not the rule.

Design for accessibility rather than relying on accommodations. Are positive stories about accessibility getting out? Is the EITA story getting out? We should share those positive stories with the MUS and other campuses, not just because of the resolution agreement but because it reaches students. It contributes to retention and recruitment. For example, vets returning with injuries, we can say to them, UM can help you succeed.

Voc rehab will want to send them to UM. The positive accessibility story in the recent IT newsletter should be featured on the UM homepage, stories like that should reach a broad audience.

Barriers to accessibility: attitude, resources, knowledge. vendors will say their product is accessible and we need to know how to test that. All vendors will say their products are accessible regardless of whether they really are. How do all MUS campuses come together, why do we have to do this individually? MUS administrators can look at UM and the legal mandate and say, This is how we avoid this happening at other campuses.
A statewide effort raises questions of logistics, funding, and personnel. Robert Squires from UM Online co-leads the state’s e-learning advisory committee and wants to make accessibility an initiative for the coming year. The XLI conference, happening this spring, had accessibility as a theme last year. This statewide conference is important to keeping accessibility at the forefront. Marlene Zentz and Aaron Page presented to the President’s Cabinet but President Engstrom didn’t mention accessibility in his remarks this morning. Upper-level administrators at UM should receive positive stories about accessibility each month to keep the topic on their radar, so they can bring these points up with they talk to the regents, etc.

We can use the UM Minute in meetings to talk about accessibility success stories. UM is moving forward with regard to accessibility but MUS isn’t. There’s lots of media coverage about accessibility at UM but it’s usually mentioning the resolution agreement and is often erroneous positive stories don’t usually get told. Each campus prepares a campus report for Board of Regents meetings. We can submit accessibility success stories to be included in the campus reports.

Accessibility is a no-brainer, people just need to hear it. Designing things accessibly saves time but people think it takes time. There are champions of accessibility, e.g. Psychology Department. What motivates administrators at other campuses? They wonder why they should put in so much money when it only benefits one or two students. But accessibility benefits everyone. We need to change attitudes about this. Promoting how individual students have been accommodated is the wrong approach the story to get out is faculty making their courses accessible to all. Accommodations should be seen as a failure of the system. It’s demeaning for a student to be told, "We have to accommodate you," rather than having accessibility designed into the course. Aaron Page reported that last semester he took an exam without any accommodation for the first time ever because the faculty member had designed the course accessibly using Moodle accessibility features. Faculty would do more if they knew how. Everyone’s busy, but accessibility features can be a time-saving device. It would be good to integrate accessibility into the curriculum, e.g. English 101, how to create accessible papers.

There is a Professional Technical Communication degree at MT Tech - they need to know accessibility. Graduates would be hired at a higher pay rate and would be more employable. Discussions are not getting to the MUS level.

- a mindset problem, they still think it’s something for only a few students. But a good example refuting this is the curb cut concept
- curb cuts are required by wheelchair users but benefit everyone. Universal design benefits everyone. It helps with marketing, retention, and recruitment. It’s money saving. Something designed with accessibility in mind is easier to update and modify later on, rather than having to go back and retrofit. Montana can be a leader in accessibility.
KEY POINTS / ACTION ITEMS:
Grassroots effort, get out positive stories, change mindsets.

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes - XLI conference coming up - Positive stories getting out - Campus reports for BOR

ATTENDEES:
Kelsi Camp, Martin Blair, Kathleen Stevens, Marlene Zentz, Aaron Page, Janet Sedgley, Sean Carlson
VM backups

SESSION HOST: Jed Wilson

NOTE TAKER: Eric Luther

DISCUSSION:
What are the best practices? After a VM Is backed up, how do we bring it back online? Veeam Windows backup & Scripts, a shadow copy. Glacier? Standby replicas, tertiary replica, hyper-V Crash plan for individual file recovery - Restore Files from a web interface or desktop application. Networker for backups. Backula, Linux based- grabs windows VM's Uploads to Amazon S3? Windows Systems center? Free Nas & IX systems

KEY POINTS / ACTION ITEMS:
• Different types of software VM
• What people are doing - Win Backup USS large partition - Cloud Backups
• Standby replica per host
• Crash plan UM host solution
• Bacula to Amazon to Glacier

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. Backups are key to the health of the information that the University relies on. Funding for deeper, more in-depth backups is needed, as well as the collaboration of multiple departments to make sure the information is concise and clear.

ATTENDEES:
Jedediah Wilson, Michael Kukay, Eric Luther, James Poelstra, Robert Logan, Niels Maumenee, Peet McKinney, Jeramy Parker
Shared data?

SESSION HOST: Mike Sweet

NOTE TAKER: Mike Sweet

DISCUSSION:
The UM campus is designated the State Arboretum by the Montana Legislature. The UM Arboretum Committee serves under the Vice President for Administration and Finance. Multiple campus entities participate in the compilation of material to support the goals and objectives of the Arboretum yet there is (1) no common datastore that transcends the changing role of participants, and (2) no common procedures or enterprise approach to data maintenance. The question is whether or not a data repository environment currently exists that could support the activities of the Arboretum recognizing that multiple partner entities on campus contribute material to this repository.

Schematic of issue in DataSharingSessionNotes_Msweet.pdf (https://umt.box.com/s/h9p74gwgy48l5ehj2aboayi38ak88lg2)

KEY POINTS / ACTION ITEMS:

- IT Central maintains a Postgres database for the Campus Map. It may be possible to use this environment as a common data repository for database-driven data.
- It is not clear how Facility Services would interact with the Postgres database on a mobile device to maintain tree data.
- It is not clear how the Arboretum Committee would interact with the Postgres database on a mobile device to maintain tree data.
- It is not clear where a common data repository can reside that serves the needs of the committee and website development.
- It is not clear how the campus map would be updated from content Facility Services maintains.
- It is not clear how the Arboretum Committee would utilize the campus map content to support the website, story maps, campus tours, etc. particularly on mobile devices.

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?
A face-to-face dialog would have to ensue to outline requirements and determine if it is technologically possible to create one shared data repository that is maintained by and for multiple interests.
ATTENDEES:
Not available
Building a permission-based communication system

SESSION HOST: Gordy Pace

NOTE TAKER: Matt Patera / Gordy Pace

DISCUSSION:

• How does someone reach new audiences without sending unwanted or irrelevant mail? Requires time and effort by communicators to build an audience.
• Adding the option to opt in requires the person to actually become initially interested. Communicators have to create interesting material.
• New University event calendar - people knew stuff was happening but it couldn't be found on the main calendar. There were dozens of departmental calendars. The goal was to have one calendar with all UM events in it. Departments can now use tags, plugins, to build custom calendars for their website. Users can also filter the calendar and subscribe to events of interest.
• Using Moodle as a tool to display message - using a place students have to go anyway to push relevant info (in the form of notifications or RSS feeds) might be more effective than a whole other service
  o If you use this Moodle idea to push info then how do people with no Moodle get info
• Essentially the issue just comes back to how do you decide who gets to advertise, when they get to do it, and who receives the messages. Accessibility to technology may also be an issue
• How do you decide priority and when they no longer get to send. Currently a few people (VPs mostly) have authority to send approve sending of mass emails through InfoGriz system.

KEY POINTS / ACTION ITEMS:

• From a report Recommendations for Improving Internal Communication at UM there is a recommendation to promote the practice of permission-based communication and to implement a permission-based communication system within six months to a year. http://www.umt.edu/communicate/docs/Report.pdf

• There was a question raised about whether the University should or needs to provide email for students.

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:

Yes. Need to identify a project champion and create requirements for a permissions-based communication system.

**ATTENDEES:**
Ty Miller, Alan Christensen, Molly Fishburn-Matthew, Matt Patera, Kit Edington, Mike Jensen, Steve Tarkalson, Barry Obie, Adrian Irish, Jonathan Neff, Jay Bruns, Nick Stier
Marketing needs to happen, but, rather than everyone doing their own thing, create a one-stop-shop/portal for services. Too many places. Take deeper, beyond marketing services.

Interactive map you can search

Services offered by SAIT, remote tech support for students and staff
White board system, meet live online to work through math problems (10 years ago)
Students don’t know what services available until too late, software to track what services using, and other involvement. All areas across campus use it, enter data, or data pushed into it. OSS tracking who comes for their services, not other areas (Early Alert). Hobsons, when fully implemented, will be tool for this. Designed to replace midterm grades in Cyberbear. Can add other (non-academic areas) implement. More employees across campus caring and helping student succeed.

Students who need the help most, don’t seek it out. Can this system automatically take risk factors into consideration, and produce email/message that directs them to support service they need. Program a feed, that student is inactive, because GrizCard never swiped. Human interaction is required at points, but helps students know what’s available, and reminds them to check them out (we rely on “beeps on your phone”). If students have certain risk factors (may be a bit “big brother”), but OSS contacts.
Already doing with academic advising. Other areas could be added to tailor interventions to the risk alert. And, could incentivize and reward those that are being successful – give points for seeking services, attending events, etc. (Ex. Point system for grant aide). Is there a plan to implement more broadly? Yes, a web button will be added so you can report issues. When? As soon as some issue resolved (Julie working on). One person dedicated to filter out where needed. Early alert may not be appropriate for looking at the involvement (for example) of our students.

To prevent FERPA violations, build algorithm to send tailored messages to students, in the form of reminders, nobody has to view. Basically, tracking consumer preferences.

Discussion about FERPA and right to know. Must be permission based, like TRIO, and ICA does with student athletes. How do we do this for every student?
Gamification, incentives for participating in student success initiatives. Let’s do this across campus, include all student success programs. You receive incentives (virtual cash) that you can bid on huge, awesome items at the end of the year in huge, virtual auction (big screen TVs, etc.). Build an app for it, have them challenge each other. Research software or custom build something (like SAIT’s student employment program).

Ben Hamman from TRiO has a list to help generate places to start developing this new, innovative gaming software to improve student success.

**KEY POINTS / ACTION ITEMS:**

- Student success is only possible if students know and access the services they need; anecdotally, we believe they often don’t find out or seek these until it is too late.
- We are all responsible for student success, and our campus offers wide array of services and supports to help students persist through graduation (curricular and cocurricular).
- Humans love gaming! Incentives work! (ex. how many times did you hear the word “fitbit” today?)
- UM has the creativity, skill, and resources to create a gamification software solution students will use to increase knowledge of and access to student services and supports.
- This session resulted in a much different place than I had intended, which was AMAZING...THIS IS AN AWESOME STRUCTURE!

**ATTENDEES:**

Kate Oyler, Ben Hamman, Chuck Harris, Joe Hickman, Jason Granvold, Shannon Brilz, Morgan Slemberger, Maggie Linder, Antony Jo, Liz Roosa Millar
Investing in IT that makes a difference

SESSION HOST: Tom Battaglia

NOTE TAKER: David Schlatter

DISCUSSION:

Tom is trying hard to “start a fight”

Nicholas Carr wrote “IT doesn’t Matter” – adopted by many CEO’s around the country.
Rate of adoption to IT is similar to railroad and electrical adoption.
IT is basically a commodity.
Strategic advantage comes from scarcity.

We need a competitive edge. Offer something of value to the student.

Comment: IT survey to students found that the number one issue is to have wireless available.

Wireless does not help us stand out. Instead it is something that is expected.

Tom: We have been investing in guerilla IT – Guerilla is the idea of defense, to mess with the other guys, but doesn’t move organization to where it needs to go. All the things that we do happens in cells. This takes a lot of time and resources. Not even enough resources to analyze our threats. Many of the things that we are doing on campus have precanned/preprescribed alternative solutions which are available. We need to look to solutions that already exist.

Comments: UM built its own portal which was something that could have simply been purchased.

- Price tag of up front cost to purchasing software is a barrier. Hidden costs of employees manually fixing things is probably worse.

Tom: There are national organizations that tell you how to create an IT governance. Commoditized items are more cost effective.
We get paid to think and make good decisions for the organization.

Comments: Nobody is putting a price tag on the man hours required to build things from scratch instead of looking outside for help.

Cost benefit analysis - what does it really cost to have an employee run around doing tasks as opposed to finding tools to help automate.
Tom: not enough standardization. When businesses are standardized, everyone can speak the same language. Employees from departments across campus can fill in for each other because standards are in place.

Comments: Frustration that you can’t get to the core of the issue to fix things.

How do we go about creating a culture of using proven solutions instead of sending people off to come up with some new solution that is unproven.

Resource constraint is the biggest issue. How can we free resources?

Two-way communication between producer and consumer is necessary to discover what it is we need.

Tom: common infrastructure (everyone using the same software) will help with overlap.

Comments: We can highlight the changes that we have made to make them more attractive to the general public. There has been energy built from the other sessions that indicate people are interested in holding a line of communication.

ATTENDEES:
Gary Trethewey, Shane Heivly, Stan Harris, Su Gregerson, Mac McComas, Tony Jablonski, Robert Squires, Valerie Crepeau, Julie Cannon, John Venters, David Schlatter, Ivy Wells
How to jump off your own cliff

SESSION HOST: Kerry Hallin

NOTE TAKER: Kerry Hallin

DISCUSSION:

Discussion #1: How to keep your top priority from dropping off the list?

Key Points/Challenges:
- Lack of understanding by the decision makers about the true benefits and long term gains that could be achieved by completing your goal.

*Action Items/Suggestions:
- Have directors, VPs, XOs take a day or two to shadow the systems analysts in the central administrative offices. This may enlighten about the difficulties and challenges involved with managing systems.
- Be allowed to offer feedback or ideas or serve on the committees where these decisions are being made. So often the key "data" people are missing from the decision making process.

Discussion #2: How to cope with the feeling of never accomplishing your own goals or completing projects due to other internal or external projects consuming your time and energy?

Key Points/Challenges:
- Lack of staffing resources. More worker bees are needed with the right skill sets. The university needs to invest in staff – and the right staff.
- Allowing the practice of one person being the only one on campus knowing a system or business process. Tremendous risk for campus if anything happens to that one subject matter expert.
  - Overtime issues, burnout, diminished job satisfaction.
  - One-person approach creates a catch-22 situation.
    - e.g., if you don’t keep up with the workload, systems/business processes may break. If systems/business processes break, then you are left fixing issues. If fixing the issues, then a backlog of projects builds up. If project back up, then little time to improve efficiencies.
- Many staff in these positions work OT just to keep head above water.
- Is it cheaper to pay OT rather than hire another position? Perhaps in the short run, but in the long run, the investment in filling a needed position would result in better time efficiencies and productivity for everyone involved.

Discussion #3: How do you feel about your position?
Key Points/Challenges:
- Constantly on a merry-go-round.
- Routinely having to work on another area’s or department’s project instead of being given the same opportunity, time and resources to work on own which may have already gone through an official priority approval process.

Why does this happen?
- Communication issues at all levels.
- Leadership issues within the management ranks.
- Too many managers, not enough worker bees. Or managers having to also be in the trenches, so no time to manage.
- Worker bees’ level of work taken for granted or not understood, especially if systems/processes are working smoothly. Perceived notion that if everything is running smoothly, then there must be time for more projects. When in fact a lot of work happens behind the scenes to keep these same systems maintained and running smoothly.
- Not holding all staff members within a department accountable for the position/responsibilities they were hired to do. Those who are known to get the work done are the ones who tend to pick up the slack or get assigned to the additional workload. If everyone did the work they were hired to do, then we wouldn’t struggle so much with workload issues.

Discussion #4: Other Issues or Comments
Key Points
- Besides addressing student retention, the university also needs to put effort into addressing staff retention, both physical (e.g., preventing staff from leaving) and mental (e.g., preventing brain drain, checking out mentally, burnout, etc.).
- Suggestions for dealing with OT
  - If you feel you have to work the extra time, pick one day a week only. Not every day. Start changing the mindset. Both yours and management.
  - Or, stop the pattern of OT completely. Sometimes things need to break before action is taken. If you have consistently addressed the work volume/priorities with your directors and OT issues continue, then stop the OT. Give 100% while you are working, but leave when it’s your time to leave. One person can’t do it all. It may turn out the impact isn’t as important as you think and if it is, then it will force a solution.
- Suggestion for improving job satisfaction
  - Have an annual tallying of all projects worked on for a full year with the department. Give recognition internally within the department. Director could then forward that listing to the VP who would also see the amount of work accomplished. So often, all of the work we do is lost in the shuffle.
• **Question:** What ever happen with the Banner Review that happened with the Ellucian consultants we brought to campus last year? Banner module owners and stakeholders all participated and offered input and ideas, but what came out of the review? What were the Ellucian recommendations and is the university willing to fund the recommended solutions?

**DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:**
Yes.

**ATTENDEES:**
Kerry Hallin, Tom Steigers, Karen Moore, Cindy Ferguson, Karen Hunt
Communicating to students: new, prospective and current

SESSION HOST: Chris Lynn

NOTE TAKER: Chris Lynn

KEY POINTS / ACTION ITEMS:
- Systems for departments to communicate to their current students
- Email vs. App - Email blindness (too many messages) Opt in email preferences for internal communications and campus wide student Communications.

ATTENDEES:
Jennifer Sauer, Sherri McWilliams, Brady Rowe, Gwen Landquist, Norman Singley, Kate Oyler, Allyson Brown, Becky Maier, Jamie Robertson, Patrick Guinard, David Nolt, Cindy Ferguson, Chris Lynn, Kyle Pucko
Culture hacking

SESSION HOST: Dan Bowling
NOTE TAKER: Dan Bowling

DISCUSSION:
We want to change the culture in our office in a way that is useful, not random.

Changing how we work, like remote work, may have interesting implications on culture.

Working at workstations may be unhealthy.

Those employees who came from outside higher ed said the culture was a shock and almost lead to turnover.

Onboarding process can help to orient new employees to culture.

Hiring processes also influence culture, know what kind of culture you want and hire someone to fit that culture (or mix it up), aka hire a change agent.

Lots of people do want culture change, but don't understand how to make the change happen within our existing culture very well.

There's a UM culture, and also cultures within various silos, like department and division.

Change management is often at odds with various culture differences.

Mentors to help navigate culture during onboarding makes sense. This can be risky though, if there are poorly skilled mentors. Must find balance between old and new.

Awareness of the unwritten rules can help people be more successful.

People think of higher ed as a progressive place, but in many ways it isn't. HUGE mismatch.

Culture changes and flows. Leaders change culture.

Good bits of our culture:
• Sharing information is valued, especially across higher ed
  ○ To help:
• Put the story out, by default share more than you think you should
  • Example: tours of data center helped spread info
• Advancement isn't done through the standard ways, by being a leader outside your job scope
• We care.
  ○ Staff caring for staff through donating sick leave
  ○ Make communities and networks... you will care about people you know
  ○ Pay it forward. Give help so others can pay it forward.
• We encourage people to reach out for help through things like TechPartners
• We need a semi-formal training/mentoring program for early/mid-career managers, and maybe classified staff
  ○ New managers are especially crucial to do this to
  ○ Front line managers have biggest impact on UM culture
• Matt is showing risk taking in investing in people
  ○ MOR program was GREAT!

How do you hack into a culture that is change resistant?
• Management is the art of motivation, not the science of control
• Be inspiring!! (aka frame accessibility as an inspirational story, rather than policy)
• Use Why in addition to How for changes in process.
• Make the smallest steps possible for change, the resistance will be lower or disappear entirely.
• Find a champion to carry the message if it doesn't come from you well (maybe that champion is a fellow user of those who you are trying to change.)
• Pick the easy adopters first, then you have some inertia in the process.
• Know the circles of trust

KEY POINTS / ACTION ITEMS:
• We should be intentional about our culture
• The first days of employment are critical for engraining culture in employees
• Our culture needs to include more sharing of what we are doing in our areas
• Mentoring programs can help ensure culture is intentional
• Departmental (or interdepartmental) reading/discussion groups can help shift culture with minimal resistance

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?
Yes.
• Start telling stories to each other, outreach, show what we do.
• Onboarding process needs to address culture in addition to existing processes, should be extended to a longer timeline and might include a mentoring program
• A mentoring program needs to be formalized, especially one that is interdepartmental and geared towards supervisors (especially early career supervisors), though it could benefit any employee willing to participate
• We need to start a conversation about money distribution based on fairness vs. performance for employee pay (student employees would be an easy area to start this.)

ATTENDEES:
Art Held, Saxon Holbrook, Kit Edington, Scott Holgate, Eric Tangedahl, Brad Collins, Barry Obie, Jay Bruns, Chuck Harris, Shane Heivly, Marlene Zentz, Aaron Page, Jess Neidigh, Leanne Wright, Matt LaPalm, Nick Shontz, Gordy Pace, John Walker, Brent Hildebrand
How to improve degree planning and advising

SESSION HOST: Camryn Hare

NOTE TAKER: Camryn Hare

DISCUSSION:
Degree works has begun implementation process, but will not be completed for another 18-24 months. Need a process in place until that happens?

KEY POINTS / ACTION ITEMS:
• Communication (things/trainings exist that everyone is aware of)
• Attempt to increase advisor understanding of importance of advising
• Who do we train/emphasize communication?
• Data & analytics -> increase in retention w/current system?
• Continue conversation! 2 years is a long time...

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. However, solution is not specifically technological in nature as Degree Works has begun implementation. Will continue conversation.

ATTENDEES:
Camryn Hare, Ben Hamman, Jason Granvold, Will Ramsey, Julie Cannon, Joe Hickman
Tech Partners and how to make it better

SESSION HOST: Antony Jo

NOTE TAKER: Antony Jo

DISCUSSION:

• The current state of TechPartners meetings can be greatly improved. Rather than doing announcements in the meetings, we should use the time to discuss those announcements instead.
• There's a lot of silo-ed information that could definitely be shared during TechPartners meeting.
• There's a disconnect between the TechPartners Forum and the Mailing List - Maybe a blog-style site for TechPartners, just like the IT Senate
• A wiki is also an option, but it might have issues with displaying items in a chronological order.
• TechPartners should bring in speakers (e.g. Michael Bloom) to talk about upcoming issues and changes. The structure of the leadership team is unclear.
• There are flow issues in the TechPartners Forum.
• There's a need to archive items in the TechPartners Forum.
• There might be a need for a hierarchy on how we disseminate information (Have information of issues for TechPartners to discuss before it is sent out for general consumption).

KEY POINTS / ACTION ITEMS:

• TechPartners Board need to meet to discuss these recommendations.

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:

Yes

Additional note from Jonathan Neff

One of the things that came up, and supported an earlier observation from several months ago, is that infrastructure administrators (email, network, etc.) do not feel that they are allowed/authorized to speak about their work to non-Central IT people.

There are technical experts in distributed IT, some with advanced expertise in their areas -- either obtained here at UM or elsewhere. Allowing the technical administrators in Central IT to feel that they can communicate with distributed IT on their tasks -- or to gather ideas, observations - would be extremely valuable to both Central IT and the distributed IT units.
Twice now I've heard from a Central IT technical administrator that they are not allowed to speak for Central IT. I propose that they should at least feel that they can speak about their work to Tech Partners, even if their work/projects are not released for public announcement.

ATTENDEES:
Antony Jo, Robert Logan, Nick Stier, Peter McKinney, Jonathan Neff, Michael Bloom, John Parkey, Niels Maumenee, James Poelstra
Live events

SESSION HOST: Shannon Brilz

NOTE TAKER: Shannon Brilz

DISCUSSION:

Unconference Live Events and Technology—Equipment, staffing, and content delivery.

How can MT Event Services encourage across campus department participation to help supply needed equipment (hardware/software) and staffing (humans/expertise) for live events?

• Create a campus-wide inventory of campus resources and use EMS/25Live to track and request these resources.
• How do we get departments to participate in the inventory?
  o Mandate.
  o Opt-In system that is incentivized. They will gain a benefit for participating (access to others resources or monetary compensation).
  o Help from Admin and Finance.
  o Use a listserv to communicate with members when there is a need/request. Use a type of “push notification” system.
• Is there a way to standardize forums?
• Resources needed for events:
  o Humans with expertise of equipment.
  o Could this be students who are looking for experience for their future line of work? Camera operators, editors?
  o IT
  o Broadcast Media
  o UC Audio and Lighting
  o Hardware
  o Microphones
  o Cameras
  o Tricasters
  o Lighting
  o Software
  o Streaming Solution
  o Does the University own software? Blackboard? Will this work outside of the classroom?
  o Can campus entities pitch in for an annual membership to LiveStream or another platform? Live events and technology. Creating interactive,
immersive experiences. Meeting the needs of the presenters and engaging the participants.
  o Using tweets.
  o UM Relations purchasing software that can push information back to the conference?
  o Av to attract press and spectators, to help create an "experience". Triggering emotions.
  o Wireless Digital Signage
  o 4k Live streaming-content distribution.
  o Equipment, staffing, delivery, accessibility.
  o Distance learning-engaging students with AV technology.
  o Using participants personal devices as the hardware for interaction.
  o Lower costs for infrastructure.

KEY POINTS / ACTION ITEMS:
See Above

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. MT Event Services to help coordinate.

ATTENDEES:
Shannon Brilz, Gordon Terpe, Matthew Filer, Caitlin Sager
Budgeting and reporting

SESSION HOST: Pope Ashworth

NOTE TAKER: Beckie Christiaens

DISCUSSION:
In order to move our campus to more of a data-driven decision making we need a tried-and-true software solutions. Dawn Ressel (out with the flu - otherwise she would be here) sought out opportunities to find a business intelligence tool.

KEY POINTS / ACTION ITEMS:
There are a lot of 'pains' that come with our current systems. Units with multiple fund sources, aren't able to see all of their budget picture easily. It is difficult to plan holistically. Our labor distribution methods are complex. Many people have to create their own systems. Workflow is cumbersome. People have difficulty planning well with our current tools. People have to access several different databases. The new TM1/Cognos system provides opportunities for people to submit their budgets electronically which are then submitted electronically to approvers. There are a lot of predictive modeling opportunities. It offers strategic financial planning complete with historical analysis. It allows you to publish interactive reporting scorecards or dashboards. It is complementary to Banner / UMDW and doesn't replace anything that we currently have.

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. The Planning Committee and the Budget Committee need to approve this. It will help move our institution to the current technological age. It will provide user defined reports, which are built with accurate, complete data from systems we already have. This very sophisticated system allows users to create strategic financial plans, interpret data and apply their reliable knowledge to decisions.

ATTENDEES:
Pope Ashworth, Kimberly Rudolph, Beckie Christiaens, Indy Singh, Russ Arnold, Brad Reardon, Tom Steigers, Su Gregerson, Valerie Crepeau, Martin Blair, Steven Van Grinsven, Melissa Neidigh, Mac McComas, Ron Righter
Phishing! Are we our own worst enemy?

SESSION HOST: Adrian Irish

NOTE TAKER: Steve Tarkalson

DISCUSSION:
Email phishing – root causes and how we can stay ahead of the attackers through the use of education, policy and technology.

We need a paradigm change for mass communication via email.

Constant evolvement of new web platforms contributes to the volume and sophistication of phishing attacks. New communication streams from both University and non-University addresses – e.g. Maxiant, Wellness program.

There are 3rd-party tools that will analyze email contents and links against a phishing database but they are expensive. Example: Proof Point.

Can we reference best practices adopted by other industries – e.g. banking

Montana Tech’s Bill Schmidt has made this a high priority and their IT staff receives a lot of questions regarding the authenticity of email, even those sent from the chancellor’s office.

According to Adrian roughly 1% of total volume is phishing email.

Importance of reporting suspect email to Security group so that it can be entered into CISCO databases and become part of the phishing defense.

KEY POINTS / ACTION ITEMS:
• On-line Central Message Center which can be linked to for notifications and would provide an authoritative repository of valid communications.
• Implement “White” and/or “Black” list validation
• Targeted messaging system – opt in/out
  Standardized email formats for blast emails - questionable as to how effective this.
• Tagging suspicious emails to alert users
• Require employees and students to participate in some concise training followed by some sort of quiz. Similar to the Alcohol U program.

ATTENDEES:
Adrian Irish, Liz Roosa Millar, Mike Jensen, Tony Scalise, Ty Miller, Penny Jakes, Alan Christensen, Eric Luther, Jedediah Wilson, Michael Kukay, Jennifer Simon, Steven Tarkalson, Zachary Falkner, Nick Stier, Dan Ewart, Gary Trethewey, Emanueli Samuela, Jacob Gallo
Women in IT leadership

SESSION HOST: Morgan Slemberger

NOTE TAKER: Molly Fishburn-Matthew / Morgan Slemberger

DISCUSSION:
What challenges do women face? What can we do to bring women together to support each other?

Challenges:
- Leadership is predominately male.
- Proposals ignored, but accepted by another male colleague.
- Children and work / travel-unrealistic expectations
- Issues commanding attention and time.
- Colleagues not taking action/ respecting opinions

Grassroots efforts for small change:
- Making sure women are represented.
- Bring issues to the forefront.
- Starting a conversation of inclusion of more women.
- Women connecting is encouraging/ empowering.
- Projecting power
- Networking-avoid isolation, provide support
- Create opportunities for each other
- Charting a course to top-level positions
- Staff exchanges for 1-3 months
- Regular face-to-face meeting to discuss issues, network
  - Confidence building activities
  - Speakers
  - Current research discussions
  - Family leave policies

Books and Resources:
- Educause
- Lean In
- The Confidence Gap
- Life Entrepreneurs

KEY POINTS / ACTION ITEMS:
• Inclusion of more women would empower other women involved
• With support from other women projecting power can be made easier

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes.
  • Confidence building activities
  • Speakers
  • Family leave policies

ATTENDEES:
Morgan Slemberger, Molly Fishburn-Matthew, Bernadette Tregidga, Karen Hunt
Ivy Wells, Jenn Stephens, Matt Riley, Stan Harris, Karen Moore
Classroom of the future

SESSION HOST: Jenny McNulty

NOTE TAKER: Joe Allred

DISCUSSION:

• The classroom should both be virtual and physical
  o People want to have the option of attending as a traditional student but there should be an option for those, traditional or non-traditional, to attend virtually.
• The instructor can be anywhere in the world teaching to a group of people who also can be anywhere, but still have the backing of the greatness of UM
• Challenges
  o Faculty should not have to spend a lot of time with IT so they can do what they are hired to do.
  o How can we help them use a blended classroom environment without having to be trained
• Have an "unclassroom" where there aren't "walls" but something that can be moved and changed as the learning goes on. This is something similar to a "flipped" classroom.
• What is a "high-tech" classroom
  o Flipped
  o High-end video conferencing, H.323
  o Smart podiums
  o Interactive writing boards
  o Blackboard collaborate
  o Recording teaching sessions to be available on media server
  o Metacourse
    ▪ Allows the online student to interact with the physical student on the same courseware
• What engages a student?
  o Matt shared a story of a professor who used a robot, with a screen and the ability to control its movement, to continue teaching his students while he was on bed rest. This kept them engaged.
  o Offering multiple formats to accomplish the same task.
• Can we expect the professor to also become the technical expert?
  o Give them 1 good known way to facilitate an online discussion.
• What does the current classroom of the K-12 look like?
  o Based on this, it may be what the individual are expecting when they get into college.
Students may not be prepared for the technology that is available, or even required, for them to use when they get to college.

We need to make sure the student is prepared.

- Should the technology be mobile and not tied to the classroom?
  - The classroom can have the infrastructure to connect the technology that is mobile.
  - This doesn't limit us to teaching from a specific place or room.

- How do you define it?
  - What does it look like?
  - Can we give them a device to stay engaged?
  - What content is delivered?
  - What is the age group?

The classroom of the future is not only in technology - we have to think of all aspects of learning and engaging the student. It should be adaptable.

Whether the classroom is online or in person, it is based on the design of the content and how well the instructor is leading that class. The platform is not as important as the engagement of the subject and learning.

- Paint the walls in whiteboard paint
- Have projectors on all the walls
- Make the room completely configurable and customizable based on the lessons being taught
- Book: "Campfire to Holladeck"

**KEY POINTS / ACTION ITEMS:**

- Read the book, “From Campfire to Holladeck”
- Look at classroom's in the Ed building
- Have a classroom that is configurable based on class and/or professor

**DOES THIS ISSUE REQUIRE FURTHER ATTENTION?**

Yes. Any concrete ideas could help Jenny, and UM campus, create a classroom of the future.

**ATTENDEES:**

Jenny McNulty, Nathan Lindsay, Garret Bryant, Matt Riley, Michael Sweet, Daphne Felker, Eric Seyden, Cheryl Galipeau, Joe Allred, Kathleen Stevens, Kayla Pierson, Chris Young, Frank Pritchett, Jonathan Miller, Guy Shepard, Amy Kinch, Martin Horejsi
Anatomy of Agile development

SESSION HOST: Eric Seyden

NOTE TAKER: Eric Seyden

DISCUSSION:
System for continuous development process
Software is broken into features called stories

Story
  ● description
  ● acceptance

Every piece of your software should clearly define what the input is and what it should do with it.

Use distributed version control

Developer puts in a pull request against a story
  ● File changes
Continuous Integration

Continuous delivery
http://en.wikipedia.org/wiki/Continuous_delivery

Travis CI - continuous integration server - https://travis-ci.org/recent
Jenkins - http://jenkins-ci.org/
Laravel - http://laravel.com/

Browser Automation - http://www.seleniumhq.org/

ATTENDEES:
Nick Shontz, Emanueli Samuela, Niels Maumenee, Sherri McWilliams, Art Held
How can Virtual Desktop Infrastructure (VDI) save money and improve security

SESSION HOST: Joe Allred

NOTE TAKER: John Walker / Joe Allred

DISCUSSION:
Risk Management perspective
- Money transaction, should they be done on a separate environment than the EV's desktop
- Jonathan would be interested in testing citrix environment
- Cost for VDI vs a physical box, can get a mini for $500 - 59 people using Xen desktop
  > 3 8k servers > Saves 15k over 5yrs and the savings increase over 10 years
- network is important -> 1gb to desktop
- Won't work if you can't get to CTRL+ALT+DELETE for accessibility
- Question: does it make sense to host our own or use a service like Azure. Reducing security risks! €“ someone can't make off with a machine. Can be locked down. Money saving: Full dell computers, do they need this? Overkill? Maybe.... $500 endpoint compared to $1000... what is the actual cost for an endpoint? Look at from risk management perspective.... Scary big money transactions, while checking their personal emails. €“ is terminal deployment better for this? QUESTIONS: Could we build our own?
- Compared to azure who has VDI desktops. €“ so is it for everyone? Or just subset?
- Perhaps certain places and people that have the need for the same endpoint (computer laps) Business school... about 3-5 years (maintenance is cheaper) saves $15,000 after 5 years. Wants to put push network performance to cloud and so you have to upgrade the nextwork. CITRIX THIN Client.... Citrix client struggles to be accessible. But Citrix will respond to these requests. What about Repurposing old computers! Recycle!

KEY POINTS / ACTION ITEMS:
- Risk Management
- Security help or hurt
- Cost for VDI vs Physical Box
DOES THIS ISSUE REQUIRE FURTHER ATTENTION?:
Yes. This new implementation of networking and computers deserves attention because it could save the University of Montana. If not, it could lead to a solution that could save money in the long run!

ATTENDEES:
Joe Allred, John Walker, Timothy McHenry, Brad Reardon, Kit Edington, Peter McKinney, Jonathan Neff, Tom Steigers, Cindy Ferguson, Barry Obie, Ivy Wells, Antony Jo, Eric Tangedahl
MUS network

SESSION HOST: Stan Harris

NOTE TAKER: Stan Harris

DISCUSSION:
Consolidate I2 individual connections from the separate Universitys to one location as part of BOR directory.

KEY POINTS / ACTION ITEMS:
Cost benefits would be positive if I2 connections are consolidated. Political challenges exist. Potential to connect all higher ed and k-12 to internet 2. UM and its affiliated campuses already positioned. MSU would need to consolidate MSU-Billings connections.

ATTENDEES:
Stan Harris, Michael Bloom, Barry Obie, Eric Luther, Jedediah Wilson, Michael Kukay, Steve Tarkalson, Scott Holgate
Kill the textbook

SESSION HOST: Matt LaPalm

NOTE TAKER: Matt Riley

DISCUSSION:
How can we make course materials less expensive with better technology?

Key Points/ Action Items:
A platform to communicate how useful a course material is would be positive.
Make lectures available online so that course materials are less necessary.
Educate professors about alternatives to textbooks

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?: No

ATTENDEES:
Matt LaPalm, Ben Hamman, Leanne Wright, Jamie Robertson, Zachary Falkner, Brady Rowe, Cheryl Galipeau, Barry Brown, Morgan Slemberger, Gordon Terpe
Workflow

SESSION HOST: Julie Cannon

NOTE TAKER: Julie Cannon

DISCUSSION:

Group discussed current confusion about whether or not IT was working on implementing the Workflow product within Banner. The project is listed on the IT Operational Plan but no one seemed to know if it was an active project.

Karen Moore said she was told by Rosi Keller that Matt Riley said we are not currently working on it.

However Russ and Steven VanGrinsven said they have been researching products (including Banner Workflow) that could be used to workflow various campus business processes and incorporate imaging.

Joe Hickman indicated the Ellucian consultants who were on campus last year suggested implementing Banner Workflow as a solution to some of the process issues campus as identified (online graduation applications, change of major requests, vendor setup, etc.)

Karen asked if the Ellucian consultants’ report was available to others. Joe said it had been distributed to IT Senate and hoped it wouldn’t be an issue to post it or provide it to others.

KEY POINTS / ACTION ITEMS:

- Julie will check with Matt to see if Workflow is still considered an active project and if the Ellucian consultant’s report is available for distribution to others.
- Steven will keep the group posted about the results of their research into the various workflow products available on the market.

DOES THIS ISSUE REQUIRE FURTHER ATTENTION?

Yes. The desire for a workflow product is still high. Would like to see a high-level project plan and/or timeline for when campus could expect movement on this project. Would also like to see a sponsor for the project.

ATTENDEES:

Karen Hunt, Su Gregerson, Melissa Neidigh, Maggie Linder, Kerry Hallin, Karen Moore, Matthew Filer, Penny Jakes, Joe Hickman, Russ Arnold
Vast amounts of data

SESSION HOST: Patrick Guinard

NOTE TAKER: Michael Sweet

DISCUSSION:
This was very interesting discussion and a good mix of departmental computing and research computing.

It turned into a discussion about backup and recovery of data amounts typically around 20TB per unit with a few having larger amounts.

Folks shared their current backup/recovery situation with a few saying their situation was "horrific" mostly due to lack of access to the physical resources necessary to have a comprehensive solution.

The outcome of this meeting is that IT Central will probably host a follow up discussion. I think there was consensus that the question on the table was whether or not a collaborative backup environment could be a cost effective solution for all campus participants.

Some folks have information that is protected by HIPA laws and cannot be ported off campus.

A number of folks use BitTorrent for copying files locally and/or BitTorrent Sync for copying files offsite.

CrashPlan was mentioned most often for off-campus backups.

Some folks were thinking of using their Box account for backups, but were unsure as to the longevity of this approach.

ATTENDEES:
Patrick Guinard, Sarah Davidson, Mike Jensen, Kyle Pucko, Frank Pritchett, Jay Bruns, Eric Tangedahl, Michael Sweet, Will Ramsey, Saxon Holbrook
SESSION TIME: 3:00  SESSION LOCATION: G

FAM group

SESSION HOST: Beckie Christiaens

NOTE TAKER: Dan Bowling

DISCUSSION:
Face to face + online connections is a powerful combination.

It's important to make things that help you have people belong.
- Nice logo
- Special nomenclature
- Participants came up with the group name

Allow all members to guide what you do. Helping with the agenda, or participating in leadership roles of the group.

Moodle works well for building the online community.

FAM created sub-groups with their own targeted lists. Organizers send announcements regularly to keep things lively.

Meeting notes are important, but don't need to be to the detail of Minutes.

Messaging tone should be casual, informal, and make everyone feel as peers with no hierarchy.

Using Moodle to facilitate discussion on new processes and forms can be a way to build inclusion.

Members in the group organize into groups of three for informal mentoring groups. Groups of three or more help ensure that no single person's participation is essential for progress. Groupings change frequently and allow an individual to make many connections over time to choose from when they have a need. They currently meet monthly, and also share positive things that happened in the triads.

Meetings have been scheduled for two hours to allow agenda time and room for people to connect with each other (chat)

Homework assignments are sent to groups of three to build accountability.
Coaching between two people is best if they are organic pairs. Forced pairs can create issues.

Reaching those that are hard to involve can be helped through enthusiasm and champions. It may be smart to tell people that they don't have to be the cheerleader, they can be involved at any level they feel comfortable.

You can't be too over the top, since that makes people uncomfortable--meet them at their level and give them the right venue to facilitate a workable process.

People want to belong to a group that they think will be recognized positively by their peers at a later date.

Be a deliberate facilitator of discussion. It's OK to cut people who are WAY off topic, or WAY long, off.

**KEY POINTS / ACTION ITEMS:**
- Online and in-person interaction creates synergy
- A strong leadership team keeps momentum going
- Building inclusiveness needs to be at the core
- Peer groups are best when they are more than two

**DOES THIS ISSUE REQUIRE FURTHER ATTENTION?**

No

**ATTENDEES:**

Beckie Christiaens, Dan Bowling, Pope Ashworth, Becky Maier, Matt Riley
Can technology really succeed without changing process?

SESSION HOST: Nick Stier

NOTE TAKER: Robert Logan

DISCUSSION:

Can technology succeed w/o process?

Only marginally according to one person.

Are there any examples of project failures?

We deployed wiki software for which initial enthusiasm eventually petered out. We attribute this to lack of initial buy-in.

Projects fail for many reasons

- Design failure
- Implemented too quickly
- Initial people driving project felt good about the project but the project did not deliver the intended result. Initial enthusiasm is not enough.
- Lack of clear goals

Process means: moving from a current state to a future state this is measurably better.

Ingredients for project success

- Need to insist on measurable outcomes
- Need to first establish baseline metrics
- Need to measure final results against baseline metrics
- In short, a company needs “evidence-based success.”

Question for Nick: How can you avoid mission-creep?

Answer from Nick: Be clear about goals, commitment, funding, governance, accountability and build these in up front.

Real-world example from our company (Nick)

Projects involve collaboration between the vendor and the client. We design and implement workflow automation systems. Typically, our customers understand how unhappy their employees/customers are. Often they will undertake to survey their customers to see and happy or unhappy they are. Change requires leaders to take the initiative to change things. Someone has to say “the Emperor has no clothes.”
Question for Nick: *If we build it, will they will come?*

- *It depends* according to one person.
- One person cited Facebook as a company who built their company first and people came to it, e.g. they took the risk.
- The UM campus map was cited as an example of a project which took the risk that people would use it. One example or benefit of the map includes identifying easy-access parking for folks who have limited mobility because they may have just broken their leg.

**Be aware of warning signs of a proposed solution**

One person suggested asking:

1. *What are the motivations of the company providing a solution?*
2. *Are their intents “noble” at the beginning of a project?*

**Why do projects fail?**

- Timing could be wrong
- Individuals could put up obstacles
- Lack of advocates

**Does a project fail if it’s advocated for but not approved?**

*Not necessarily* according to one person. *The project may take time to secure buy-in, budgeting or acceptance.*

**Ingredients of successful leaders**

- Leadership entails risk.
- Leaders need to put personal credibility on the line.
- Leaders need data to support the initiative.

**How do you deal with saboteurs?**

- Remind people of the initial agreed-upon goals
- Secure *buy-in* for project up front and remind people of that *buy-in*
- Remember that projects could meet resistance because people are fearful of losing jobs.

**Recommended Books by Nick**

2. *The Five Dysfunctions of a Team*

**Are there any examples of project successes at the University of Montana?**

*Consistent UM Web Pages through Cascade Content Management System and UM Templates developed through Cascade (example given by Gordy Pace, Director of IT Communications at UM)*
• Mario Schulzke, UM’s assistant vice president for marketing was willing to say no to the old culture. Additionally, he was given single point-of-authority to deal with obstructionists. In essence, he was a kind of dictator.
• The UM web team analyzed web traffic to gauge success
• We defined success in terms of design standardization and consistent navigation across various campus websites
• To increased adoption of Cascade, we held weekly help sessions along with one-on-one face-time
• Enrollments numbers – up or down – could not be a measure of the success of Cascade because there are too many other variables

When is our company contacted for assistance? (Nick)
Typically, we are asked for assistance by a company in two instances.
  • When a key person leaves that company
  • When the company’s operation needs reassessment

How We Measure Our Success As A Company (Nick)
Our company uses The Oregonian’s Top 100 Places to Work as a benchmark of our company’s success. We consistently make this list. The Oregonian conducts a yearly anonymous survey of a companies’ employees including questions like:
  • How do I feel about my manager
  • Am I happy in my career
  • Do I have a fulfilling work environment
  • Am I happy working for this company
We receive this feedback and use it as a continuous improvement vehicle with which to make changes. The University of Montana might consider conducting a survey.

Important Considerations
• Companies have to want to change.
• You need to identify who’s accountable for what.
• Be aware that some people can accuse you of trivializing metrics. Take it with a grain of salt remembering the eighty-twenty rule, i.e. that you may only get 80% of people agreeing on the metrics in general.

ATTENDEES:
Nick Stier, Jen Mills, Jesse Neidigh, Shane Heivly, Valerie Crepeau, Ty Miller, Kate Oyler, Norman Singley, Jason Granvold, Gary Trethewey, Tony Jablonski, Tom Battaglia, Mac McComas, Gordy Pace, Robert Logan, Alan Christensen, Bernadette Tregidga, David Nold, Sean Carlson, Martin Horejsi, Camryn Hare, Liz Roosa Millar, Brad Collins, John Parkey
Building quality online learning experiences and degrees

SESSION HOST: Robert Squires

NOTE TAKER: Marlene Zentz

DISCUSSION:
How do we build quality online learning experiences so programs come together in a way that works for faculty?

Media Arts online degree is one example of the effort that’s gone into building a quality experience.

Need buy-in from faculty to build experiences.

Is it appropriate to have course builders actually build the courses for the degree? Risk of course builder not having enough work or faculty not wanting to give up control. It’s time consuming to develop something of quality – have to have commitment. One way to scale this up is have production center that takes burden off faculty, but keeps faculty an integral part of process.

Provide resources for each faculty around design, accessibility, etc. Lots of adjuncts are teaching online, need faculty buy-in.

Improvements in online technologies – online is viewed differently now – “as good as” face-to-face when done well.

Do faculty need monetary incentives?

Now there is new financial model for Media Arts online degree with some revenue going back to department through the distance-only funding model.

Program needs marketing, advising, state authorization clearance, etc. – all this requires departmental funding.

Also departments and faculty need recognition for the effort this takes.

Faculty concerned about cheating in the online environment – faculty requirement to assess differently. May need a certified proctoring network for online programs. Culture in department may not support new online degrees.
Departments may need to meet with a department that’s created an online degree so they have a better understanding of the process and journey.

Faculty need to see what online courses look like – they may not know what online looks like now.

Departments need clear idea of benefits.

Institutional support is needed.

Need an institutional commitment to put structure around a new online program. We could have an rfp process in which proposals are submitted by departments and some are selected to develop online degree of distinction.

Marketing is part of the picture and incentivizing programs so departments want to participate.

Promotion and tenure would be challenging to figure into incentives.

Key piece – departments should be rewarded for being entrepreneurial.

Barrier for students – they need to be admitted to the university to take an online course. Could there be a simpler enrollment process?

**KEY POINTS / ACTION ITEMS:**

- Building new online programs is complex and some form of recognition for departments/faculty should be offered.
- Marketing and incentives will be important – positive stories need to be shared.
- Institution will need to get behind the model.
- Institution needs to apply resources at the institutional level to fully support those degree programs.
- Program development requires designated space where degrees can be built with quality.

**DOES THIS ISSUE REQUIRE FURTHER ATTENTION?**

Yes. Continued discussion

Positive stories from the new Media Arts online degree should be shared with the campus community.
ATTENDEES:
Kathleen Stevens, Marlene Zentz, Aaron Page, Chuck Harris, John Venters, Jennifer Simon, Chris Young, Indy Singh, Jenny McNulty, Daphne Felker, Caitlin Sager