Q'anil: Introduction to Kaqchikel Maya

Q'anil is an introduction to the language and culture of the Kaqchikel Maya using interactive technology. The course materials are based on Tulane University's intensive summer institute on Kaqchikel Maya, Oxlajuj Aj, based in Guatemala and sponsored by the Stone Center for Latin American Studies. This project was funded by the U.S. Department of Education's Title VI National Resource Center program with additional support from Tulane University's Innovative Learning Center and Stone Center for Latin American Studies. All rights reserved.

System Requirements

Windows:
- 600 MHz Intel Pentium III processor or equivalent
- Audio Support

Macintosh:
- 500 MHz Power PC G3 Processor
- Mac OS 9.1 or later: 128 MB RAM (256 MB recommended).

Loading Instructions

Windows:
- Autorun will automatically launch the application, or click the startHere_WIN.exe on the disk.

Macintosh:
- After the disk has mounted to desktop, double click the startHere_MAC file on the disk.
It is with great pleasure that we in Technology Services present this expanded Annual Report covering our activities from September 2007 through December 2008 to the Tulane community. The challenges that Tulane faced following Hurricane Katrina are well known. Within Technology Services, our people, coordinating their efforts from disparate locations and under enormous personal stress, re-established connectivity, communications, and functionality over the fall of 2005 and through the remainder of the academic year. While the urgent crisis of that time has passed, good work has continued with the same spirit of dedication. This Annual Report highlights many accomplishments over the last 15 months and gives testimony to the critical role that technology plays in making Tulane a great university. As always, there still remains much to be accomplished. A number of the projects highlighted in this Annual Report are still in progress. Moreover, the publishing of this Annual Report marks a transition in leadership for Technology Services. On February 1, 2009, Charles McMahon becomes the new Vice President for Information Technology and Chief Technology Officer. His strong leadership will ensure the continued success of Technology Services as we strive to meet Tulane’s technology needs going forward. While leadership is important, it is the committed women and men of Technology Services who have brought us to where we are now and who will take us to an even better future. All of us in Technology Services are proud of what we have accomplished and hope that you find this Annual Report both useful and interesting.
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Avenues to Renewal

It was with the recognition that technology must provide value and enable institutional goals that Technology Services launched Avenues to Renewal in 2006 as a strategic technology planning initiative to promote continuous improvement. Avenues to Renewal defines a mission and vision to guide the delivery of technology solutions and services, strategic goals for Technology Services staff, and action items to align the strategic use of technology with institutional goals, including those in the university’s Renewal Plan. It also serves as a statement from the Technology Services leadership that supporting the use of information technology tools should have a transformative impact upon university activities and the student experience.

Avenues to Renewal also outlines an annual process for identifying important technology projects for funding using a transparent, institution-wide approach to assess project and service requests from the university community. Nine projects were selected in spring 2007 for funding in Fiscal Year 2008. In spring 2008, five additional projects were selected for funding in Fiscal Year 2009. Several of these funded efforts are described in this Annual Report. You can view Avenues to Renewal projects in full, review action items under each strategic goal, and read reports on funded projects at http://tulane.edu/tsweb/strategic_plan/

Service Improvements

In addition to these projects, Technology Services has allocated budget and staffing resources toward more service improvements. The Digital Trends program has hosted guest speakers from within
and outside Tulane, including many who participated in an on-campus Tech Day conference, to model and share technology-rich teaching and learning ideas. E-mail encryption and a new anti-spam service have been implemented to ensure privacy and security. Technology Services has led the way with co-sourcing vendor services, providing faculty and staff – and most importantly, students – 24/7 help desk call-in support and expanded self-service options such as a knowledge-base and online chat tools. Several new and redesigned Web-based applications were recently launched to manage enterprise information needs such as the conflict of information disclosure submission form, the foreign language lab student placement service, and the Center for Public Service Information System. While these

Look for these icons to link projects to Technology Services’ strategic goals

Achieve service excellence via continuous improvement and benchmarking
Supports Technology Services’ mission and vision.

Build virtual and physical communities to support enhanced communication, collaboration and camaraderie
Supports the transformative uses of information technology to meet the communication needs of the community.

Deliver integrated, user-centered processes
Supports the transformative uses of information technology to meet productivity goals and advance business processes.

Enhance learning in and out of the classroom
Supports creative uses of technology that will allow for innovative learning experiences in the classroom and entirely different modes of collaboration and interaction outside the classroom.

Enhance the research enterprise
Supports the use of technology for research and scientific computing to enhance researchers’ ability to collaborate on projects with other universities and laboratories worldwide, to access shared resources and to directly impact the discovery process.

Support faculty & staff use of technology for work productivity and communication
Supports the ability to select appropriate technology tools and to harness their power. By supporting faculty and staff use of technology as a resource, the community will be prepared to participate in, and to lead innovation.

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Supports the ability to select appropriate technology tools and to harness their power. By supporting faculty and staff use of technology as a resource, the community will be prepared to participate in, and to lead innovation.
efforts were not funded directly by the Avenues to Renewal process, they do support the strategic goals and action items.

The activities reported here cover the period from fall 2007 through the end of the 2008 calendar year. With these successes in mind, Technology Services will continue to partner with the members of the Tulane community in defining campus needs for a responsive and effective portfolio of information technology services and projects over the coming year. We look forward to providing an Annual Report each January as a measure of our commitment and an indicator of our success.

**FY08 Project Selections: Year 1**

**Campus Assistive:** Jillandra C. Rovaris, Student Affairs

**General Pool Classroom Annual Technology Refresh Project:** Derek Toten, Technology Services

**Kronos Upgrade:** Heather Hargrave, Facilities Services

**Payroll/HR Unique Identifier:** Mary Walsh, Technology Services

**Sharepoint Portal:** Fran Mather, School of Public Health and Tropical Medicine

**University Web Content Management System:** Rachel Hoorman, University Communications

**VMware Server Virtualization:** Tim Riley, Technology Services

**Webspace:** Doug Harrell, Finance

**Woldenberg Art Department Technology Classroom Conversion Project:** Kate Stepp, Art Department

**FY09 Project Selections: Year 2**

**Digital Media Repository Pilot – ShareStream:** Linda Orth Wright, Technology Services

**DIGIT Support: LUNA Imaging License and Support:** The DIGIT Collaborative Group

**Freeman Auditorium Update:** Kate Stepp, Art Department

**TUFind (Library Metasearch):** Lewis Cartee, Howard-Tilton Memorial Library

**Wireless 802.11x Authentication:** Tom Gerace, A.B. Freeman School of Business


Craig Clarkson, School of Medicine
Rhonda Coignet, External Affairs
Ricardo Cortez, School of Science and Engineering
Rob Hailey, Student Affairs
Doug Harrell, Finance
Anne Houston, Howard-Tilton Memorial Library
Gary Johnson, Workforce Management Organization
Ana Lopez, Office of the Provost
Geoffrey Parker, A.B. Freeman School of Business
Projects Funded Through Avenues to Renewal

Annual Classroom Refresh

Technology classrooms at Tulane are in heavy demand. Teaching methods may vary by department and instructor, but technology in the classroom reaches across all disciplines. With many users but only a limited number of classrooms, the condition of each room is a critical concern. The failure of a single classroom item, such as a video projector, can affect dozens of courses and hundreds of students. Rather than reacting to failures as they occur, Technology Services proactively replaces components based on the predicted service lifespan as part of an overall classroom support plan that also includes scheduled maintenance, day-to-day support, and remote monitoring.

Of the 66 general-use classrooms supported by Technology Services, 32 are technologically enhanced with video projectors, instructor computers, media players, student response systems, sound amplifiers and more. The Classroom Refresh project funds the replacement of the major classroom technology components on a cycle to match their lifespan, typically three years. Replacement cycles are staggered, with one-third of the rooms upgraded each year on an ongoing basis. This proactive approach to classroom technology support not only minimizes inopportune failures, but also ensures that instructors and students are using current technology. The refresh also allows Technology Services to develop accurate budgets well in advance. Twelve classrooms were upgraded in summer 2008, the second year of the annual Classroom Refresh project.

http://tulane.edu/tsweb/classrooms
In the summer of 2007, Technology Services and the Office of Web Communications organized a Content Management System (CMS) committee to explore the implementation of a new system to provide the Tulane community with a more efficient and consistent means for establishing and maintaining departmental and administrative Web sites. Though Tulane’s primary Web presence was well-organized and presented a unified look and feel, other Tulane sites were often not as rigorously designed or maintained.

Working with the content management solution firm, PaperThin, the committee set up a system using CommonSpot, a flexible tool for creating, publishing and managing Web content. A successful trial was first conducted with the School of Social Work and the School of Medicine. It has since been implemented in other areas.

Ultimately, the CMS will be used with all open access, public-facing Tulane Web sites. Tulane Web sites requiring a password for access will be implemented through the myTulane secure interface.

Besides establishing a strong visual identity for the university and encouraging a consistent look and feel for all Tulane Web sites, the CMS also introduces other essential features. Tulane Web site owners are no longer required to know a programming language to update their content – updates can be made with simple text entries into a Web browser. Content can be scheduled to appear and expire as required, so sites can be easily kept up to date.

In addition to Social Work and Medicine, the CMS has also been configured for the School of Science and Engineering, the School of Liberal Arts, and the School of Public Health and Tropical Medicine.

For more information about the CMS, visit http://tulane.edu/news/webpublishing/

To sign up for CMS training, send an e-mail to website@tulane.edu
The VMware project was initiated by Technology Services as a response to the growing number of servers operated at the university. Typically, each server on the Tulane network represents a physical computer which must be housed, maintained, powered, cooled, backed up, secured, and ultimately replaced. The VMware project seeks to enhance the reliability and reduce the operating costs and environmental impact associated with networked servers by replacing the physical machines with virtual computers. Though the virtual machines exist in software only, they perform the same tasks as the physical machines, but consume fewer resources and offer greater redundancy. The VMware virtual machine software allows a single real machine or blade to host up to 15 virtual servers. If one blade fails, the virtual machines can be easily and seamlessly transferred to another blade. This portability and easy transferability also makes VMware an ideal computing environment for disaster planning purposes. To date, nearly 115 servers supported by Technology Services have been consolidated into nine VMware blade computing machines.

**Wireless 802.11x Authentication**

The Tulane wireless network is typically open to university affiliates only. Technology Services can temporarily accommodate legitimate campus guests by registering laptops or other mobile devices via the MAC address. This manual registration process, though, is labor intensive, prone to error and presents a potential security risk to the network. Through this implementation, business school network administrators, rather than university network administrators, can set up easy access to the Tulane network by creating temporary user IDs and passwords for each non-affiliate as required. The temporary IDs expire at a predetermined time, so no effort is required to disable accounts when the guest user leaves.

The Wireless 802.11x Authentication pilot project at the A. B. Freeman School of Business addresses guest registration issues with a system that shifts authentication from the individual machine to the individual user. Wireless password authentication coverage extends throughout Goldring/Woldenberg I and II. The ever changing roster of technology-dependent visitors to the business school has made it an ideal testing ground for this pilot.
DIGIT LUNA Support

The Digital Initiatives at Tulane (DIGIT) LUNA project utilizes image archiving and access software to preserve, manage, and distribute photos, slides and other university visual assets. It represents a collaborative effort between Technology Services, the School of Architecture, the Middle American Research Institute, the Newcomb Art Department, and most recently, the Latin American Library.

Besides support for the LUNA image server, Technology Services will also provide a location for image scanning and serve as a training resource for instructing departmental personnel on the use of tools and software for capturing, storing, publishing and distributing image content. For more about participating in DIGIT LUNA, see the information at: http://pandora.tcs.tulane.edu/digit/

Benefits of DIGIT

- preserves original artifacts
- establishes a cost effective solution for managing digital assets
- increases publicity for and accessibility to the university collections and to materials that are part of unique archival collections
- makes digital images available for faculty and students to use in PowerPoint lectures and class presentations
- allows saving and archiving of faculty PowerPoint presentations and study guides, and back-up to an offsite server.
- after upgrading to LUNA Imaging 6.0, these digital collections will be fully indexed and more user-friendly, with expanded search fields that will allow users to search across multiple collections at once and to integrate images from the image hosting site, Flickr.

Departments Using DIGIT

<table>
<thead>
<tr>
<th>Departments Using DIGIT</th>
<th>Images uploaded to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Architecture</td>
<td>3,000 digital images</td>
</tr>
<tr>
<td>The Middle American Research Institute</td>
<td>22,000 digital images</td>
</tr>
<tr>
<td>Newcomb Art Department</td>
<td>31,000 digital images</td>
</tr>
</tbody>
</table>
The Enterprise

No longer is technology an “innovation.” Consumer technologies are now widely available and broadly adopted, and with the rise of mobile technology, the university is always in your pocket. Well, maybe we’re not there yet, but we’re working hard to keep up! Each of these projects is focused on improving the delivery, availability, and utility of information and data to support knowledge creation and sharing across the university enterprise.
myTulane and Online Course Evaluations

When myTulane was launched in fall 2007, it offered users expanded features over the Blackboard Learning System that had been launched in fall 1999. In addition to online course management features such as discussion tools, a digital dropbox and a course calendar, myTulane also provides personal and institutional content storage areas, access to customizable tabs according to institutional affiliation, and customizable portal pages for accessing information about campus services and library resources. Access to a wide variety of tools, features and information modules is also available to groups through the Organization module. Currently, there are more than 200 active organizations, with approximately half serving students and the rest supporting learning needs outside the classroom, including administrative and staff services.

Now myTulane has been expanded to include tools for managing outcomes and assessment projects, including online course evaluations. An ambitious pilot implementation of the online course evaluation tool was launched in fall 2008. With this feature, the Office of the Provost was able to deliver course evaluation information to faculty more quickly and in a more useful format than previously possible through the paper-based process. In addition, students had the opportunity to complete course evaluations on their own time rather than hastily on the last day of class. Student confidentiality is enhanced as well since hand-written comments are no longer provided to faculty. Nearly 50,000 student evaluation requests were distributed during the week before finals using over 30 different course evaluation instruments. Although a number of challenges cropped up during the course of the pilot, the myTulane upgrade to version 8 that took place on December 29, 2008 will provide further improvements.

Active Courses

<table>
<thead>
<tr>
<th>Month</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>December ’07</td>
<td>1720</td>
</tr>
<tr>
<td>May ’08</td>
<td>2277</td>
</tr>
<tr>
<td>December ’08</td>
<td>3050</td>
</tr>
</tbody>
</table>

Active Users

<table>
<thead>
<tr>
<th>Month</th>
<th>Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>December ’07</td>
<td>8415</td>
</tr>
<tr>
<td>May ’08</td>
<td>9548</td>
</tr>
<tr>
<td>December ’08</td>
<td>10840</td>
</tr>
</tbody>
</table>
**Telephony**

Historically, two organizationally distinct offices have provided the uptown and downtown campuses with phone, fax, voicemail and pager telecommunication services. The uptown campus was serviced by Technology Services, while a unit within the Office of the Senior Vice President for Operations serviced the downtown campus. This changed on July 1, 2008, with the official merger of these two divisions into a single Technology Services unit to serve the university in a consistent manner.

Merging the uptown and downtown telecommunications departments into a single division opens the door for service improvements and cost efficiency, and leverages the university’s purchasing power with vendors such as AT&T and Bellsouth. The once separate divisions can now share common technology and services, as well as contact points for help and support. A unified telecommunication division can also more effectively cross-train staff to provide and coordinate telephone services over the campus data network.

Currently, the new unit is working to merge different accounting systems to eliminate the cost of purchasing software for two locations, and developing a set of standard policies and operations to streamline practices within the department.

For more information regarding telephone and telecommunication services, please visit [http://ts.tulane.edu/services/telecommunications](http://ts.tulane.edu/services/telecommunications)
TeRA

To support Tulane’s commitment to increase the number of externally funded faculty research collaborations, Technology Services has joined with the Office of the Associate Senior Vice President for Research to enable faculty to develop and electronically submit grant proposals to external funding agencies via the implementation of the Tulane electronic Research Administration portal (TeRA). Research administration at Tulane must address a diverse set of needs, and is a cross-functional effort involving members of the Tulane community at many levels for support, approval, and oversight. It begins with the creative effort of faculty who must identify appropriate funding sources and author documentation of a research idea and associated protocols for submission to a funding agency, substantiate compliance when necessary, and accurately develop realistic budgets for resources necessary to achieve their stated research goals.

The TeRA Project steering committee directs this effort and over the past year has identified seven possible vendor solutions. Using a request for proposal process, the committee has winnowed the selection to two vendors and will make a final decision and begin implementation in spring 2009. The initial module will focus on proposal development and submission.

Project Goals

- Reduce administrative workload for both faculty and staff in all aspects of research administration and compliance
- Provide a university-wide data source for proposals and awards
- Improve overall management and delivery of the administrative portions of sponsored research
- Establish decision-support capabilities for the Office of the Associate Senior Vice President for Research
- Increase efficiency for routine research administrative processes and tasks
- Enable collaborative research at Tulane
- Improve the ability to obtain funding
- Mitigate risk for the university

Luis Gabriel Navar, Professor and Chair, Department of Physiology, Tulane School of Medicine
Project Scope

The scope of the RFP and implementation will include the following areas, and is expected to be a multi-year implementation:

- Proposal Development & Submission
- Research Administration Reporting
- Campus-wide Conflict of Interest for all Tulane employees
- Regulatory Compliance
  - Human Subjects Institutional Review Board (IRB)
  - Institutional Animal Care and Use Committee (IACUC)
  - Institutional BioSafety Committee (IBC)

Building Campus-Wide Involvement

To create the request for proposal, the steering committee spent four months assessing the needs of the faculty, staff and administrators to distill the results into key business and technological requirements, the minimum functionality that each vendor product must provide. Three vendors were invited to demonstrate their product on campus; each session was attended by more than 50 members of the Tulane community.

187 Business Requirements
66 Technical Requirements

62 General Business
28 Proposal Development
37 Routing, Approvals & Compliance
5 Proposal Submission
16 Award Management
21 Reporting
24 Training

Benefits to faculty

- Electronic routing will reduce the need for physically delivering paper for signature approval
- On-demand status review will allow faculty to see the real-time status of their research proposal in the pre-award compliance and submission process
- Individual faculty profiles will allow faculty to easily re-use and modify proposal narrative and bio information across multiple submissions

Members of the TeRA Steering Committee

Laura Levy  Tanya S. O’Rourke
Kathy Kozar  Wade Wootan
John Clements  Brian Weimer
Andrew Lackner  Frances Mather
Roxanne Johnson  Tim Riley
Tori Johnson  Shane Aubrey
Sheila H. Garrison  Jim Balsamo
Don Sibley

http://tulane.edu/tsannual 12
At the Center for Public Service, we were charged with managing Service Learning opportunities for more than 3,000 students. ILC Web team to the rescue! We’ll create a Web application that helps you manage the needs of community partners, students and faculty!

Ahhhh! More than 70,000 hours of service to organizations throughout New Orleans!

Center for Public Service Information System

Instituted as a central component of the university’s post-Katrina Renewal Plan, the undergraduate public service requirement sets Tulane apart from other highly research-intensive universities. Through the Center for Public Service (CPS), students and courses are matched with community partners to participate in service learning activities throughout the area. Coordinating this massive effort is the Center for Public Services Information System (CPSIS), a Web-based application being developed in conjunction with Technology Services. Currently, community partners can post their service learning opportunities to the CPSIS for students to view and select from. When completed, the online system will also allow faculty to submit proposals for service learning courses and students to search for service learning opportunities based on multiple criteria. The information system will ultimately allow CPS staff to track and evaluate each student’s service learning activities and help them meet their obligations for graduation.
Wireless Upgrade

When Internet pioneer and former Tulane Board member Jim Clark donated $1.7 million to build Tulane’s campus wireless network in 2000, 802.11b was the standard networking protocol that defined procedures to ensure a secure and reliable wireless signal. That standard has been amended to improve wireless performance and to accommodate the wider range of wireless devices in use today. In response, Technology Services has begun a multi-year project to upgrade 802.11b wireless access points across campus to take advantage of the benefits of the 802.11n network standard. This upgrade will improve access, reduce signal interference, and increase security. Given the importance of connectivity to the student population, the residence halls are among the first locations to be upgraded. Over the course of the project, additional campus locations both uptown and downtown will be upgraded as capital project funds become available.

Technology Services is also moving to adopt a user-friendly authentication method to replace device-centered MAC authentication. Currently Web-supported guest access is available in the Lavin-Bernick Center for University Life and in the Law School by contacting the Help Desk at ext. 8888. Upon request, Network Services issues a temporary user name and password with a built-in expiration. While the A.B. Freeman School of Business is piloting the same user-centered authentication, it has adopted a different method for providing an access user name and password. By decentralizing the process for authentication access to the wireless network, academic units will be able to quickly provide guests access to network resources in specific locations. Technology Services will work next to build seamless integration among networks on campus to allow guest users the ease of moving between various locations without having to recreate guest user credentials.

Phase 1
Residence Halls
Butler Honors House
Josephine Louise Hall
Monroe Hall
Paterson House
Sharp Hall
Warren House

Phase 2
Residence Halls
Aron Residences
Irby House
Mayer Residences
Phelps House
Wall Residential College
Willow Residences

Other Locations
Tulane National Primate Research Center and Regional Biosafety Laboratory
School of Medicine Simulation Center, Murphy Building
Office of the Dean, 1555 Poydras St.
Savings under the Microsoft Campus Agreement

The previous Microsoft licensing program calculated fees based on the number of computers:

<table>
<thead>
<tr>
<th>Product</th>
<th>Product Cost per Unit/Year</th>
<th># of TS Computers</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office 2007 Enterprise</td>
<td>$37.90</td>
<td>354</td>
<td>$13,416.60</td>
</tr>
<tr>
<td>Office Mac 2008</td>
<td>21.90</td>
<td>118</td>
<td>2584.20</td>
</tr>
<tr>
<td>Windows Vista Upgrade</td>
<td>40.00</td>
<td>277</td>
<td>11,080.00</td>
</tr>
<tr>
<td>eLearning Apps</td>
<td>75.00</td>
<td>77</td>
<td>5775.00</td>
</tr>
<tr>
<td>Client Access Licenses (CAL)</td>
<td>48.37</td>
<td>77</td>
<td>3724.49</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$36,580.29</strong></td>
</tr>
</tbody>
</table>

The Microsoft Campus Agreement calculates fees based on the number of employees:

<table>
<thead>
<tr>
<th>Product</th>
<th>Product Cost per Unit/Year</th>
<th># of TS FTE</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS Campus Agreement Suite</td>
<td>$45.70</td>
<td>77</td>
<td>$3,518.90</td>
</tr>
<tr>
<td>Office 2007 Enterprise</td>
<td>$37.90</td>
<td>77</td>
<td><strong>$3,518.90</strong></td>
</tr>
<tr>
<td>Office Mac 2008</td>
<td>21.90</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Windows Vista Upgrade</td>
<td>40.00</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>eLearning Apps</td>
<td>75.00</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Client Access Licenses (CAL)</td>
<td>48.37</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$36,580.29</strong></td>
</tr>
</tbody>
</table>

Technology Services has reduced its departmental Microsoft software costs by more than 90%.

Microsoft and Campus Software Licensing

Microsoft products have become the de facto standard software tools for business and academic computing activities. Faculty, staff, students, and administrators alike rely on Windows, Word, PowerPoint, Excel, and other Microsoft applications to conduct their daily business, carry out their research, and complete their studies. To ensure compatibility, simplify access and reduce costs, Technology Services entered into a licensing agreement with Microsoft in 2008 to make these standard tools easily available to users throughout the university.

The Microsoft Campus Agreement is an annual subscription that allows the three most popular Microsoft applications and suites – Office Enterprise, Office Mac and Windows Vista Enterprise – to be loaded and used on an unlimited number of university-owned computers. Subscription fees are based on the number of full-time employees rather than a departmental computer count. As they become available, product upgrades are included in the annual subscription fee as is licensing for any new institutional computers. Under the agreement, Tulane employees may also download and use the retail version of these products at home so long as the employee remains with the university. The agreement also includes access to Microsoft online instructional materials.

http://tulane.edu/tsweb/software
Disaster Recovery

Prior to Hurricane Katrina, the Technology Services disaster recovery plan was built on the assumption that Tulane personnel would have access to the physical servers and data tapes that constitute the core of the IT operations. Once electrical power was restored, it was assumed data services would follow. Unfortunately, the devastating effects of Katrina extended far beyond the scope of the recovery plan: extensive flooding made facilities inaccessible, and electricity and other city services unavailable. Security restrictions prevented staff from visiting the data center, let alone working there. It wasn’t until nearly three weeks after the storm that the university Web site and e-mail service were fully restored.

Since Katrina, Technology Services has taken steps to ensure that no catastrophe will ever shut down services so completely again. Mirrored servers have been contracted at a remote location so that critical services such as e-mail and the university Web site can be easily switched over whenever necessary. All backup data is transported to and stored at a secure location outside the city. Even the data center itself has been upgraded: a new air-cooled air conditioning system replaces the previous vulnerable, water-cooled system, and generators have been installed to power the center in the event of a prolonged electrical outage.

With an improved data center, remote backup facilities, and seamless continuity of service, the revised disaster recovery plan puts Tulane in a much better position to withstand future emergencies.
Identity and access management (IAM, or sometimes just IdM) is a set of processes and technologies for managing an individual’s online identity across multiple systems for all users inside and outside the organization. Anyone who has made a purchase online, used online banking services, or is an active participant in Web 2.0 social networking sites knows how critical it is to ensure the privacy and security of personal information. Not only does good identity and access management ensure this, but it also assures improved service by supporting customized service needs. Good identity management starts by providing each individual who uses online resources a unique online identity.

The process for creating a unique identity not linked to individual Social Security numbers began in March 2008 with the establishment of an Identity and Access Management Community of Practice. The community team developed an operational vision for how to move to a new unique identifier and how digital identities should be managed. They also conducted a preliminary assessment of campus systems to determine the scope of the effort. To date, more than 50 information systems serving more than 20,000 individuals have been identified that will require some amount of reprogramming. To guide the next steps, an Executive Steering Committee was recently formed to review services and technology solutions offered by vendors.

Implementing and adopting identity management practices and technologies is an enormous effort that will affect everyone at the university. It will reduce institutional risk, increase efficiency and improve customer service – three good reasons for Technology Services to partner with others on campus.
E-mail

If e-mail was once a convenience, today it is a clear necessity. Much of the day-to-day business of the university happens through e-mail. Serving more than 8 million individual messages per day, the Tulane.edu e-mail domain is an essential tool for students, faculty, staff and administrators alike. In the summer of 2006, Technology Services improved service and accessibility by migrating all university users to the Microsoft Exchange mail system. More recent service improvements have provided further enhancements to e-mail security, privacy and access.

P-sync Password Change

Network security is only as strong as the weakest link, and compromised passwords are a frequent source of network intrusion. Best practices for computing security recommends changing e-mail passwords as frequently as possible. Incorporating automatic processes to force users to update their passwords on a regular schedule is another recommended practice. Striking a balance between network security and user convenience, Technology Services has selected a password expiration period of 200 days. Automatic e-mail reminders are sent during the two week period before expiration, encouraging users to visit the online P-sync utility to reset their password. Once a password has expired proof of identity is required to reset.

To change or reset your password visit https://psync.tulane.edu

E-mail Quota Increase

As e-mail traffic increases, so does the need for more online space to store messages. In the spring of 2008 all faculty and staff e-mail storage was increased by 50% to 300MB.
Tulane’s distinction in the field of health care comes with the added responsibility of ensuring patient confidentiality. The government mandated Health Insurance Portability and Accountability Act (HIPAA) requires that all patient information pass securely and confidentially through data systems. To comply, Technology Services has implemented an Internet encryption appliance to ensure strong security for all e-mail messages with Private Health Information (PHI), especially when sent by Tulane faculty or staff to destinations beyond the Tulane network firewall.

HIPAA E-mail Encryption

Ironport Anti-Spam

Unfortunately, along with the convenience of e-mail comes the annoyance of spam – unwanted and unsolicited messages that threaten to overwhelm most users and e-mail systems. More than 97.7% of all e-mail directed to the Tulane servers can be classified as unwanted. To help eliminate this
problem, Technology Services adopted Ironport, a spam detection and prevention service in November 2008. Ironport works by categorizing incoming and outgoing e-mail according to significant characteristics and ranking them by severity. Potential spam can be blocked by reputation filtering – messages originating from “blocklisted” addresses, as identified by SendBase Network. It is also possible for each user to create his or her own blocklist, and to receive legitimate messages inadvertently quarantined as spam.

Log in to your personal Ironport Quarantine at: https://ironport.tulane.edu
Spring 2008 saw the launch of a multi-year effort to upgrade and improve Tulane’s Student Information System (SIS) that supports the admissions process, financial aid processing, student records and accounts receivable. With this system in place, student applicants can apply for admission; enrolled students can search and register for classes by term or date, and retrieve financial aid data; and faculty can easily manage course information, rosters, grading, and student advising, all in a secure, 24/7, online environment.

Tulane University selected the Banner Student System from SunGard — a product leader in student information systems — for this extensive implementation effort. As the first major upgrade in more than 20 years, the Banner SIS will offer an abundance of new features and functions. Just as importantly, this effort positions Tulane to build better relationships and offer customized learning opportunities. The new SIS promises to also streamline administrative processes, reduce paperwork and increase staff productivity. It will also ensure compliance with requirements from outside agencies, including those focused on international scholars.

The Banner System will also provide enhanced reporting capabilities, and will allow measurement of progress towards operational goals, in addition to ad hoc queries, institutional performance measurements and organizational research.

The new Student Information System will be implemented in a phased approach throughout 2009.
Digital Life

Twitter. Flickr. YouTube. Blogs, Wikis and myThis and iThat! The only thing technology doesn’t provide is more time. However, technology can help you save time and use it to enrich learning experiences, communication and work productivity. Technology Services supports a variety of Digital Life initiatives with the goal of assisting members of the Tulane community in selecting tools that have value and purpose. Whether through hard work or playful experimentation, we offer the chance to discover which tools work best for you.
Tulane YouTube Channel

In November 2007, Tulane became one of the first schools to establish a university channel on YouTube, the popular video sharing and social networking site. Technology Services produces and posts approximately one new video clip per week to YouTube. The clips feature visiting speakers, public performances and other university events. Tulane athletics and university public relations have also contributed content to the channel. As of December 30, 2008, 72 videos had been posted to the Tulane YouTube channel, generating 6,623 channel visits and 57,228 video views.

As interest in course recording at Tulane increases, Technology Services expects to offer video lecture hosting on the Tulane YouTube channel and elsewhere.

Virtual Worlds – Tulane in Second Life

While virtual worlds exist solely as computer constructs, the social interactions and learning opportunities they engender are very real. Tulane has joined the growing number of institutions with an established presence in virtual worlds, particularly Second Life, a persistent and dynamic online multi-user virtual environment with a globe-spanning user base. Virtual worlds offer the opportunity for real people, via their online representatives, to interact with each other and the virtual environment in ways that are both familiar and fantastic. Tulane’s Second Life campus is grounded in the familiar – precise replicas of Gibson and Newcomb Halls clearly define the locale as “Tulane” – but everything else indicates the fantastic. Visitors to the virtual space can use it to produce simulations, conduct distance learning class sessions, enact role play scenarios, and even create and manipulate 3D objects. Instructors and students in the School of Continuing Studies, the Teacher Certification Program, and the Department of Communication have incorporated Second Life interactions into their courses.
Digital Communication

In an increasingly media-rich culture, students are often asked to think about the visual in an academic sense through image analysis or course-related Web site development. Other than for media specific courses, however, the use of student-based video projects has never proved practical due to resource limitations and time-intensive production demands. The Digital Communication project addresses these concerns by introducing and supporting an easily adaptable and teachable form of student video production to the classroom.

The Digital Communication technique can be incorporated into a wide range of disciplines. Using desktop video applications such as Apple Final Cut Express and Sony Vegas Studio, students conceive and record scripts, then use still images and audio to produce short-form, documentary-style presentations. Working within the framework of their courses, students develop their projects as a combination of both academic expression and personal delivery. Final projects are uploaded to a video hosting site for comment, analysis and possible public display.

Instructionally analogous to a short research presentation or text analysis, the completed three to four minute student video assignments are a dynamic and public demonstration of learning achievement.

Digital Storytelling

This project grew from a visit by the Center for Digital Storytelling in February 2008. Technology Services staff together with a group of invited faculty spent three days with the Center trainers learning both the technical and pedagogical aspects of digital narratives. Their digital stories can be seen at:

http://tulane.edu/tsweb/DigiComm

Digital Narrative

Fall 2008
- 3 sections of ENLS 101 (Freshman Composition)
- 1 TIDES section
- 60 total students
- 60 short movies (3 min or less)
- 8 longer documentaries

Spring 2008
- 6 section of ENLS 101 (Freshman Composition)
- 1 Section of ENLS 406 - The Teaching of Writing
- More than 100 students enrolled

YouTube makes the student digital narratives readily available for both faculty evaluation and peer review
Q’anil: Introduction to Kaqchikel Maya

As anyone who’s learned a foreign language knows, having a native speaker to study with can be an enormous benefit. This was one of the goals behind *Q’anil: Introduction to Kaqchikel Maya*, an interactive CD-ROM and Web-based language application produced for Tulane’s Stone Center for Latin American Studies with funding from the U.S. Department of Education’s Title VI National Resource Center program.

Spoken by a half million inhabitants of the highland regions of Guatemala, Kaqchikel Maya is at the center of an intensive summer language institute led by Tulane linguist and cultural anthropologist Judith Maxwell. The summer course takes a small group to the Kaqchikel language region of Guatemala to study with native speakers and experience the culture first-hand. Technology Services and Stone Center personnel traveled to Guatemala and worked with Kaqchikel instructors to design instructional content and capture media material for the project, using the course structure as the basis for the language application.

The production team works with the native speakers to produce dialogue vignettes and other interactive demonstrations. This audio and video material is edited to form the core of the CD-ROM and Web-based lessons. A Flash-based interface guides the user through the self-paced lessons. On-screen subtitles are inserted using Captionate so that learners can both read from and listen to the Kaqchikel speakers. The latest modules include a digital voice recording application. Online users can record their lesson and compare their vocalizations with those of the native speakers. The final language application is an interactive language learning tool driven by visual and spoken material, incorporating direct and immediate user feedback.
One of the problems inherent in academic technology is the insular nature of individual projects and the rapid speed with which these projects develop and change, especially as they adapt to the current impressions and expectations university students have concerning technology. One of the ways to stay on top of this relationship is to provide an environment for faculty that will allow them to share with one another their methods for incorporating technologies into their disciplines, classrooms and assignments. At Tulane, Technology Services helps fill this need with the Digital Trends lecture series.

Digital Trends is an internal lecture and workshop series that provides an impartial and nurturing environment for fledgling forays into the world of academic technology. Faculty are able to display their ideas for technology use in the classroom as well as the results of these projects to their peers for comment and adoption. A typical Digital Trends session consists of a faculty presentation on their use of pedagogical technology, along with the instructional technologist who helped them develop their project. The floor is then opened for a formal question and answer session that spills over into a reception where the conversation can continue informally. Connections can be established among those faculty interested in incorporating these technologies in their own courses.

Digital Trends Lectures
Fall 2008
Clay McGovern “The Mobile Classroom”
Susann Lusnia “Integrating the Classroom: A Study in Teaching with Technology”
Joe Letter “E Pluribus Unum: Dialogue, Engagement, and Collaboration through Wikis”
Laura Murphy “Mobile Fieldwork in Kenya”
Bridget McGraw “The XO (a.k.a. $100) Laptop: Where’s the Pedagogy?”
Felicia McCarren “Téléphone Arabe: From Child’s Play to the “War on Terror”: The Poetics and Politics of Telecommunication”
The first annual Tulane Tech Day event convened technologies, technologists, and the Tulane community in an intensive, interactive and immersive setting, designed to exhibit the exciting potential of technology in the learning environment.

Throughout the day, Tulane technologists introduced users to new and innovative technologies and services, such as the virtual world of Second Life and mobile devices for the classroom. On the vendor floor, faculty, staff, and students met with product and outsource service managers. In turn, the vendors led demonstrations and offered Tech Day attendees the opportunity to test-drive new academic technology. The Digital Trends Encore workshop provided a venue for Tulane faculty and instructional technologists to share and discuss their successful implementations of technology for teaching and learning with each other.

The first Tech Day brought more than 500 members of the Tulane community to the Lavin-Bernick Center to attend technology demonstrations, seminars and lectures, and view poster sessions addressing the technology interests of the entire community.

Tech Day reaffirms Technology Services role as a vital element of the pedagogical process at Tulane, and positions Technology Services staff as approachable, dynamic partners supporting the university’s education and outreach mission.

http://techDay.tulane.edu
The first phase of a student-centered learning commons is currently under construction on the first floor of the Howard-Tilton Memorial Library. The learning commons will bring library, media, technology and academic resources together in one space to support learning activities and collaborative interactions. Library and Technology Services staff will jointly support the facility, providing expert assistance in the use and application of learning commons resources. Full-time Technology Services staff and student employees will be available to assist users from 9am to 9pm daily.

Technology planned for the new learning commons will include 35 new Apple iMacs, media editing work stations, networked printers and scanners, portable media production equipment, and a large screen plasma display for group presentations. Furniture design and placement will encourage collaborative activities.

Technology Service, the Howard-Tilton Library, Facilities Services and the Office of the University Architect are working jointly to develop the learning commons. Phase one is expected to be completed during the spring 2009 semester. Subsequent phases of the project will expand the learning commons into other areas of the library.
Tulane University is a learning community and has at the core of its mission a focus on the value of learning, education and personal development. As a service organization, Technology Services can best model and support this mission by striving to improve our service and skills. Collecting data, analyzing performance, using results for planning and feedback, and seeking to achieve our personal best is the foundation for our continuous improvement.
Better Information Leads to Better Decision-Making

The EDUCAUSE Core Data Service

Over the past 15 years, information technology has become a key resource in higher education. It has also become an expensive one. While each campus environment is unique, access to data that supports benchmarking against peers as well as contributes to campus IT planning can guide investments often needed to maintain IT infrastructure and services. This is why Technology Services began participating in the EDUCAUSE Core Data Service in March 2007 (EDUCAUSE is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology). This annual survey, administered since 2002, collects data on information technology environments and practices among EDUCAUSE member institutions.

By participating in this service, Tulane gains access to an interactive, Web-based database of survey data from all respondents. For example, when the Office of the Associate Senior Vice President for Research began considering vendor products to migrate research administration activities to an online environment, a review of peer institutions helped to identify leading vendors. The most recent survey, submitted March 2008, included 1,025 institutions, up from 962 in 2006. The survey data is submitted each year in the spring and covers the prior calendar year.

To learn more about the Core Data Service, or for a copy of Tulane’s survey results, contact Ann Kovalchick at annk@tulane.edu

Core Data Service Survey

Survey results are reported across the following topic areas:

- IT Organization, Staffing and Planning
- IT Financing and Management
- Faculty and Student Computing
- Networking and Security
- Information Systems
- Comparative Ration Analyses (e.g. Centralized IT funding as percent of total campus expenses or Centralized IT Staff as percent of campus IT staff)
ECAR Study Key Findings

- 94% of Tulane respondents own laptops compared to 80% of all student respondents.
- 92% of Tulane students use Social Network Sites (SNS) compared to 85% of all student respondents, although SNS usage per week is the same.
- 63% of Tulane students own Internet capable cell phones compared to 66% of all student respondents.
- 18% of Tulane students use cell phones weekly or more, equal to all student respondents.
- 83% of Tulane students report they are Very Skilled or Expert at using the Internet to effectively and efficiently search for information compared to 80% of all student respondents.
- 49% of Tulane respondents use SNS to communicate with classmates about course related topics compared to 50% of all respondents.
- 2.7% of Tulane students use SNS to communicate with instructors compared to 5.5% of all students.
- 39% of Tulane students report that Most or Almost All of their instructors use IT effectively in courses compared to 44.4% of all student respondents.
- 81% prefer taking courses that use information technology moderately, extensively or exclusively.
- 38% of Tulane students use a course management system several times per week compared to 30% of all respondents.
- 71% report a Positive or Very Positive experience using a course management system compared to 68% of all respondents.

ECAR Study of Undergraduate Students and Information Technology

In 2008, Tulane participated for the first time in The ECAR Study of Undergraduate Students and Information Technology, a longitudinal study distributed annually since 2004. The 2008 national survey results include responses from 27,317 freshmen and seniors at 90 four-year institutions and eight two-year institutions; student focus group discussions that included input from 75 students at four institutions; and analysis of qualitative data from 5,877 written responses to open-ended questions. The survey asks the following questions:

- What kinds of information technologies are students using, and with what levels of skill?
- What do students perceive to be the value and advantages of the use of IT?
- What is the experience of students with IT in their courses?
- What obstacles do students face in their use of technology?

Each survey year focuses on a special topic. For 2008, the focus was students’ use of social networking tools. The 2009 survey will focus on the impact of mobile computing on the undergraduate experience.
User Support

HelpU 24.7

First-level user support calls for the uptown and downtown campuses are handled via the HelpU 24.7 call desk and staffed by co-sourced partner, Presidium Learning. When a user’s problem cannot be resolved over the phone or via the knowledge-base self-help resources, their service needs are escalated to Onsite Support, and staff are dispatched locally to assist in problem-solving.

HelpU 24.7 Statistics for Fall 2008

<table>
<thead>
<tr>
<th>metric</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming calls</td>
<td>10,226</td>
</tr>
<tr>
<td>Calls answered</td>
<td>8,530</td>
</tr>
<tr>
<td>Answer rate</td>
<td>83.41%</td>
</tr>
<tr>
<td>Average speed of answer</td>
<td>2:19</td>
</tr>
<tr>
<td>Average speed to abandon</td>
<td>2:62</td>
</tr>
<tr>
<td>Longest waiting call (September 2008)</td>
<td>28:53</td>
</tr>
<tr>
<td>Average talk time</td>
<td>5:57</td>
</tr>
<tr>
<td>Support tickets created</td>
<td>10,523</td>
</tr>
<tr>
<td>Tickets/calls resolved by Presidium</td>
<td>6,578</td>
</tr>
<tr>
<td>Tickets/calls escalated to Tulane</td>
<td>3,612</td>
</tr>
<tr>
<td>Percentage tickets/calls resolved by Presidium</td>
<td>62.51%</td>
</tr>
</tbody>
</table>

With the increasing utilization of classroom technology but only a limited number of available classrooms, Technology Services maintains a supplementary equipment lending service. Staff and student workers deliver and setup portable classroom technology such as video projectors and laptops for faculty upon request. Other equipment, such as video cameras, DVD players, and 35mm slide projectors are also available.

Fall 2007
- Equipment Reservations: 364

Spring 2008
- Equipment Reservations: 320

Fall 2008
- Equipment Reservations: 485

Classroom Support and Equipment Lending Statistics

Technology Services staff respond to service and assistance issues in the technology classrooms. Service incidents have steadily decreased over time, despite accelerating faculty adoption of classroom technology and more supported classrooms. Evidence suggests that this is the result of preventative maintenance activities and improved user education programs.
Onsite Desktop Support - Uptown Campus

Five user analysts respond to onsite desktop service needs across the uptown campus according to the end user’s geographic zone.

### Tickets Submitted by Zone for Fall 2008 - Uptown Campus

<table>
<thead>
<tr>
<th>Zone</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>198</td>
<td>285</td>
<td>265</td>
<td>174</td>
<td>168</td>
<td>94</td>
<td>1,184</td>
</tr>
<tr>
<td>2</td>
<td>119</td>
<td>361</td>
<td>252</td>
<td>193</td>
<td>154</td>
<td>96</td>
<td>1,175</td>
</tr>
<tr>
<td>3</td>
<td>164</td>
<td>314</td>
<td>226</td>
<td>162</td>
<td>180</td>
<td>122</td>
<td>1,168</td>
</tr>
<tr>
<td>4</td>
<td>1,012</td>
<td>1,548</td>
<td>1,113</td>
<td>643</td>
<td>971</td>
<td>695</td>
<td>5,982</td>
</tr>
<tr>
<td>Unspecified Bldg.</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Not zoned (Elmwood)</td>
<td>15</td>
<td>61</td>
<td>56</td>
<td>14</td>
<td>30</td>
<td>26</td>
<td>202</td>
</tr>
<tr>
<td>Total</td>
<td>1,509</td>
<td>2,578</td>
<td>1,916</td>
<td>1,186</td>
<td>1,503</td>
<td>1,034</td>
<td>9,726</td>
</tr>
</tbody>
</table>

- Uptown Square
- Maple Street
- Off-campus callers including: Primate Center and 3439 Prytania
Onsite Desktop Support - Downtown Campus

On the downtown campus, onsite support needs are met by three user services analysts who respond on an as-needed basis. The graph illustrates the pattern of demand over an 8 month period.

Laptop Station

The Technology Services Laptop Station assists all Tulane affiliates with laptop and other portable computing issues. The service is staffed by one full-time user services analyst and up to six student workers. Computers brought to the Laptop Station are most commonly in need of updated virus software, wireless connectivity registration, software update installations or hardware diagnostics. There is currently no fee for the services the Laptop Station provides.

The collection of statistics to measure laptop service requests began in October 2008 when End User Support Services was merged with Learning and Web Services.

<table>
<thead>
<tr>
<th>Laptop Station</th>
<th>November 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td># laptops in queue that week</td>
<td>42</td>
</tr>
<tr>
<td># laptops repaired &amp; returned</td>
<td>21</td>
</tr>
<tr>
<td># laptops still in queue</td>
<td>36</td>
</tr>
<tr>
<td># of students working</td>
<td>5</td>
</tr>
<tr>
<td># of student hours worked</td>
<td>32.5</td>
</tr>
<tr>
<td># of walk-up requests AM</td>
<td>26</td>
</tr>
<tr>
<td>(include phone and in-person contact)</td>
<td></td>
</tr>
<tr>
<td># of walk-up requests PM</td>
<td>80</td>
</tr>
<tr>
<td>(include phone and in-person contact)</td>
<td></td>
</tr>
</tbody>
</table>
Recategorizing Service Tickets

All support issues reported to Technology Services are entered and tracked as service tickets. In an effort to improve services and create a more user-centered process for identifying and reporting support issues, the categories currently used to sort and track service issues will be redefined to better align with user expectations. This recategorization process will simplify the reporting and sorting procedures, assist Help Desk agents to better determine service classifications and eliminate ticket misdirection issues. Once the new categories are set, escalation rules for second-level support process will also be redefined.

Besides streamlining services and eliminating potential errors, the redefined categories and more accurate ticket sorting will also make service data more meaningful. The recategorization process will be completed in January 2009, in time to be implemented during the spring 2009 semester.

Problem Management

Problem management is a key step toward eliminating the repeat occurrence of issues. The Problem Management Committee meets weekly to examine incidents not resolved immediately by the first-level call center. Incidents are grouped by category, and the committee looks for any trends or similarities that signal an underlying problem. By doing so, causes can be
addressed more quickly, issues can be solved before they develop into major problems, and well-documented workarounds can be put into place. Once a workaround is defined, these problems become known errors and can be addressed at first-level support. Information is then shared with the Help Desk team at Presidium Learning, so they can inform Tulane users of the proscribed workaround. Progress is marked by charting problems, identifying those that are converted into known errors, and then those that are closed. A weekly report is issued tallying all unsolved problems in the database, sorted by category, as well as the top ten problems sorted by priority.

**Technology Services Liaison Program**

The Technology Services Liaison Program has been successfully expanded over the past year. Liaisons are shared FTE positions typically funded by local departments and supervised by Technology Services. Technology Liaisons meet regularly with the Director of Innovative Technology and Support Services and attend division staff meetings. The arrangement ensures that the local, specialized technical support needs of faculty and staff in supported departments are met. This partnership also produces a broad base of experience for problem solving and helps Technology Services to deliver customized services.
Staff Professional Development

Technology moves fast. It is a game of inches, and Technology Services staff build strength and flexibility by staying skilled and practicing new tools and trends. We’re proud to recognize staff that contribute to, and participate in, their professional community so that they may better serve the university community.

Gina Allen
- <head> Online Web Development Conference
  October 24-26, 2008
- Flex and Actionscript 3.0 Training Rich Client Application Development
  Ascend Training, Chicago, June 2008
- Flashforward, Boston, September 2007
  —Dreamweaver CS3 with CSS Essential Training
  —Flex 2 Essential Training

Josh Bain
- Windows Vista support training
  New Horizons, New Orleans, June 27, 2008

Marie Carianna
- Certification: Project Management Professional, August 2008
- New Media Consortium 2007 Regional Conference at Tulane – Conference Committee Co-Chair

Erik Dearholt
- Blackboard World ‘08, Las Vegas, July 15-18, 2008
- Self-paced online module via ESRI.com Training and Education for GIS software

Matthew Dovie
- Windows Vista support training
  New Horizons, New Orleans, June 27, 2008

Don P. Elbers
- Consortium of College and University Media Centers 2007 Conference, Gainesville, October 18-22, 2007
- Extron Electronics’ School of Global Configurator for Higher Education, Dallas, February 21, 2008
- Vision 20/20: Mobile Device Integration & Ubiquitous Computing Conference, Cincinnati, August 6-8, 2008

Carrie Guess Fisher
- Windows Vista support training
  New Horizons, New Orleans, June 27, 2008

Sheldon Jones
- Digital Media Academy – Mastering Video Compression, Palo Alto, August 20-24, 2007

Larry Hamilton
- Windows Vista support training
  New Horizons, New Orleans, June 27, 2008

Budd Hirons
- cf.Objective() 2008 Conference
  St. Paul, Minn, May 1 - 4, 2008
- CommonSpot Fundamentals Workshop, Boston, Oct 1 - 4
Mike Griffith
- Macworld Conference (Powertools and MacIT programs)
  San Francisco, January 14-18, 2008
- Presenter at NMC Regional Conference
  “Affording the Digital: New Media and the Community Voice”
  New Orleans, November 7-9, 2007

Chunyan Gu
  September 8, 2008

Ann Kovalchick
- Frye Leadership Institute, Emory University, summer 2007
- EDUCAUSE Enterprise Conference, Chicago, May 2008
- ITL Certification, September 2008
- EDUCAUSE Annual Conference, Orlando, October 2009
- Conference Program Committee Chair, EDUCAUSE Southwest Regional
  2009, San Antonio.

Clay McGovern
- Co-Manager of the New Orleans Multimedia User Group (NOMMUG),
  Adobe User Group for NOLA area (http://nommug.org/).
- Flex and Actionscript3 training Rich Client Application Development,
  Ascend Training, Chicago, May 2007
  — Flex 2 Essential Training
  — Flex 2 Beyond the Basics
  — Flex 3 New Features
- SIGGRAPH (Special Interest Group on GRAPHics and Interactive
  Techniques)
  Seminars on Spatial Augmented Reality and Data Visualization
  Techniques, Los Angeles, August, 2008

Michelle Mosley
- Windows Vista support training
  New Orleans, New Horizons, June 27, 2008
- Certification: ACMT (Apple Certified Macintosh Technician)
  November 2008

Adam Strickland
- Windows Vista support training
  New Horizons, New Orleans, June 27, 2008

Corliss Thornton
- Project Management for Professionals
  New Orleans, New Horizons, November 2007

Derek Toten
- New Media Consortium 2007
  Regional Conference at Tulane –
  Conference Committee Co-Chair
- New Media Consortium (NMC)
  conference – Princeton, N.J.,
  June 11-14, 2008
- Louisiana Invitational Conference: Virtual Worlds in Higher
  Education – online in Second Life,
  December 12, 2008

Mamie Tross
- Windows Vista support training
  New Horizons, New Orleans, June 23, 2008
- Window Vista Certificate of Completion
  What’s New in Windows Vista, Microsoft e-Learning

Quentin Ward
- Windows Vista support training
  New Horizons, New Orleans, June 27, 2008

Linda Orth Wright
- Presenter at the Educause National Conference
  “Building Bridges to Move Mountains”
  Orlando, October 28-31, 2008

David Zeringue
- Extron Electronics’ School of Global Configurator for Higher Education,
  Dallas, February 21, 2008
- New Horizon Training on Microsoft Vista, New Orleans, June 27, 2008
- Consortium of College and University Media Centers (CCUMC) annual conference,
  Lawrence, Kans., October 2-6, 2008

A partial list of staff activities
Technology Services Staff

Paul Barron
Vice President for Information Technology & CIO

Ann Kovalchick
Deputy Chief Information Officer

Mary Walsh
Director, Software Applications
Bruce Boucree
Mary Bush
Bill Cahill
Debbie Cordes
Louis Crispino
Burnell Offord
Roger Serrano
Karanjit (KJ) Singh
Brian Stroble
Sunkara, Nagendra
Van-Ha Tran
Gary Valance
Vic Viosca
Clemen Wang
Carlotta Watson
Scott Zitzman

Rick McGinity
Director, Database Services & Machine Room
Roy Bergeron
Brad LeBlanc
John Louviere
Sammy Marchese
Lee Peters
Charles Pyeatte
Jim Teston
John Walker

Tim Deeves
Director, Network Services
William Taylor Barry
Jonathan Beals
Joseph Ghattas
Scott Hamilton
Tue Pham

Center for Computational Science
Will Curry
Leo Tran
Director, Messaging, Web, & Information Security Services
Jamie Causey
Tom Cheek
Glenn Griffin
Buddy Pedeaux
Jeremy Pelegrin
Chris Wood

Pat Simoneaux
Director, Administrative Services
Tanya Ambrose
Vicki Hankton
Saroj Mehta
Ruth Peacock

Linda Orth Wright
Director, Learning & Web Services
Gina Allen
Josh Bain
Marie Carianna
Xiang Chen
Erik Dearholt
Matthew Dovie
Carrie Guess Fisher
Stephen Gordon
Mike Griffith
Chunyan Gu
Larry Hamilton
Budd Hirons
Ben Jennings
Clay McGovern
Michelle Mosley
Irvin Schwarz
Kate Stepp
Adam Strickland
Corliss Thornton
Mamie Tross
Quentin Ward

Derek Toten
Director, Instructional Media & Learning Spaces
Don P. Elbers
Sheldon Jones
Randy Kirchens
Syam Unnithan
David Zeringue

Tim Riley
Director, HSC Data Systems
Frank Batchen
Emanuel Cole
Pragya Gupta
Kateri McBride
Robert Moore
Germaine Nash
Shinola Powell-Wright
Craig Rock
Anuj Shroff
Tony Stewart

Jerry Wilson
Director, Telecommunications
Kathy Bourgeois
Manager, Telecom (Uptown Campus)
Cheryl Sterling
Manager, Telecom (Downtown Campus)
Keith Brown
Simon Dave
Richard Hall
Bryan Jones
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Q’anil: Introduction to Kaqchikel Maya

Q’anil is an introduction to the language and culture of the Kaqchikel Maya using interactive technology. The course materials are based on Tulane University’s intensive summer institute on Kaqchikel Maya, Oxlajuj Aj, based in Guatemala and sponsored by the Stone Center for Latin American Studies. This project was funded by the U.S. Department of Education’s Title VI National Resource Center program with additional support from Tulane University’s Innovative Learning Center and Stone Center for Latin American Studies. All rights reserved.

System Requirements

Windows:

Macintosh:
- 500 MHz Power PC G3 Processor, Mac OS 9.1 or later: 128 MB RAM (256 MB recommended).

Loading Instructions

Windows:
- Autorun will automatically launch the application, or click the startHere_WIN.exe on the disk.

Macintosh:
- After the disk has mounted to desktop, double click the startHere_MAC file on the disk.