



TECHNOLOGY SERVICES

Annual Report

FY 2016

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TABLE OF CONTENTS

Introduction..... 3
Reflections from the Technology Faculty Fellow..... 4
TLT and Academic Department Meeting Findings 6
Technology Fair 12
Teaching and Learning 13
Tier One Support..... 15
Information Security 18
Web and Online 19
Enterprise Systems and Infrastructure Renewal 21
Special Recognitions..... 23
Important Links 25

INTRODUCTION

As President Cordano said in a message to the community in April, “Learning is a community act.” Gallaudet Technology Services (GTS) takes this mission to heart and our team members, from eLearning to the technicians who maintain the Data Center servers, understand that everything we do is in service to the academic mission and providing the tools that enable faculty and students to have the best learning and teaching environments possible including the support services, and the administrative offices.



Earl Parks, Executive Director

In January we established the Teaching and Learning with Technology (TLT) committee with faculty representatives from the academic departments. The goals of the committee were relatively simple—we wanted to establish an ongoing conversation between GTS and faculty, we wanted to develop “technology liaisons” who keep us informed on faculty needs and share our news and updates with their colleagues, and we wanted to build a network of faculty who serve as peer-to-peer technology advisors.

After only a few meetings, we quickly felt the value of this conversation—both in understanding what we were doing well, and in identifying areas that we needed to improve. The faculty members also appreciated being able to express concerns, ask questions, and feel “heard.”

We went a step further. In May we sat down with academic department faculty to talk about classroom design and technology, preparation for the fall semester, and any other question or concern they wanted to raise. We initially met with eight departments and have met with several others this fall.



“Learning is a community act.”

President Roberta J. Cordano



of these conversations. The best part of having these discussions, however, is in the building of relationship and trust between GTS and faculty and teachers.

Technology is also a community act, we’ve discovered. We aren’t done. In fact, we’ve just begun!

We also met with Faculty Senate leaders, Clerc Center leaders, and sent a survey to Clerc Center teachers. Much of what we’ve accomplished this year are the direct results

REFLECTIONS FROM THE TECHNOLOGY FACULTY FELLOW



*Marina Dzougoutov, Associate Professor,
Communication Studies and GTS Technical
Faculty Fellow*

I was thrilled when I found out I had been chosen to be GTS's first Technology Faculty Fellow. I enjoyed working with GTS when I served on the Blackboard Action Group and I was excited about continuing this collaboration. I enjoy finding new ways to use technology in my teaching and I see such a benefit to my students. I am always eager to pass on what I've learned to other faculty and that's what made this position so attractive to me. I have the opportunity to help ensure that our faculty have access to the best technology to provide our students with the richest possible learning environment.

I began working with GTS in August 2015 and spent most of those first few months getting to know the GTS staff and units better. The complexity of GTS's operations was an eye-opener for me. Up until then, my interactions were limited to when I had a problem with my computer or needed some software installed. I didn't realize how many other support calls the Help Desk and technicians responded to on a daily basis. I had never really considered all of the other work being done behind the scenes to maintain the things I rely on and take for granted.

My first project was to organize the GTS exhibition during the Research Expo in March 2016. We provided a "sandbox" displaying several new technologies including a smart TV and a 3-D printer. Faculty and students were able to touch and play with them.

This led to GTS hosting a Technology Fair for faculty and Clerc Center teachers during Professional Development Week in August. I served as a co-chair of the planning committee along with a team of dedicated and hardworking GTS staff members. I was impressed with how proud they were to show off the best of what they do. The turnout was amazing and we had over three hundred Clerc Center teachers, Gallaudet faculty, and staff who attended. It was exciting watching the energetic interactions among the different groups of people, especially between faculty and teachers who, while having a different set of students, experience many similar needs. I was touched that the chance to meet GTS staff was one of the highest rated parts of the fair.

I also took over management of the eLearning Center. We streamlined our services to refocus on providing training and support for faculty and students for the systems and services they use as part of their academic work. We renovated the center and our computer training lab.

Another significant accomplishment was working with Earl Parks and Darlene Prickett on establishing the Teaching and Learning with Technology (TLT) committee. Some of the members gave a workshop during the fair and the group has been involved with advising on a

number of issues such as setting the parameters for conducting and evaluating the upcoming pilot trial of Blackboard Ultra.

I am proud of the work we've done this year and I look forward to continuing to be a liaison between faculty and GTS.

TLT AND ACADEMIC DEPARTMENT MEETING FINDINGS

Throughout this past year we've had the opportunity to meet with a variety of groups including Faculty Senate leaders, Clerc Center administrators, faculty in individual academic departments, and with the members of the Teaching and Learning with Technology committee. The following are some of the key issues raised and what we've done to address them. In most cases the issues were expected and we already had plans in place to resolve them. Other issues raised, however, revealed common concerns that require a much broader approach—a coalition of campus constituencies—to lead change. Technology brings us together but it isn't always the solution.

Help Desk and response time to problems in the classroom during class time.

We heard repeatedly that faculty are concerned about classroom time lost spent on troubleshooting, requesting support, and waiting for a resolution to problems with equipment. Having to fill out what they considered a cumbersome Help Desk form wasn't always practical or doable depending on the situation.

Since January 2015 (and since fall 2015 for the Clerc Center), GTS provides a special Need Help? email address for faculty and teachers to request immediate support in the classroom for the first two weeks of the semester. GTS staff make rounds throughout main classroom halls and are on call to respond either in person or remotely. Faculty and teachers have expressed overwhelming appreciation for the service.

After Gallaudet Interpreting Service assumed responsibility for monitoring CART services, GTS

was able to offer this quick response option year-round while classes are in session starting with the fall 2016 semester. GTS is also investigating adding a Need Help? button on the classroom system control panel (Extron) and hopes to launch this option very soon.

Media and classroom support technicians have noted that in a majority of these classroom issues, the problems are the result of cables being unplugged—perhaps a professor in a previous class wanting to use their laptop instead of the classroom computer—or the user not knowing how to turn on specific pieces of equipment. While these issues may seem small, they can be even more frustrating for the significant delays they cause. We are looking at ways to prevent these kinds of calls.

- Annual review of labeling and signage in each classroom. Include troubleshooting cheat sheet for common issues.
- Review and standardization of classroom control panel (Extron) configurations.

“THIS MAKES A HUGE DIFFERENCE FOR TEACHERS AND STUDENTS AS EVERY MINUTE IN CLASS TIME COUNTS. THANK YOU!” ~SATISFACTION SURVEY RESPONDENT

Classroom issues

Specific and general, technical and non-technical concerns were raised about various issues in the classroom. General issues included how courses are assigned to computer classrooms by the registrar's office and not having enough time to become familiar with individual classroom setup prior to the start of the semester. Faculty want flexibility in furniture (instructor's tables are too high or the rooms are too crowded).

To address these issues, GTS, with input from TLT, teamed up with the Registrar's Office, Facilities, and Campus Design and Construction to conduct regular walk-throughs and discussions.

While the main focus was to get the HMB STM classrooms and labs ready for opening, we were able to also improve other classroom spaces including:

- New Extron system, video conferencing capabilities, and CART technology added to Fowler Hall 101A.
- Waterproof and safe computer/display installed at the Field House pool for instructional use.

Software questions

Again and again faculty expressed concern about the availability of specific software. There were several aspects to this central issue. Some faculty want to use a specific product but are frustrated because they can't install the software without administrator rights. GTS has no intention of hampering academic pursuits, but it is our responsibility to maintain the integrity and security of the campus network and data. A breach of data can be catastrophic and is something that keeps IT professionals up at night. That being said, GTS offers several options to support faculty needs in this area and we continue to explore other options. We also realize that we may not do enough to communicate these options to faculty.

One important solution is the software library (KACE). All Gallaudet-owned/managed computers come with a standard set of software tools. The library has a list of other tools that are not part of the standard package, but have been evaluated and approved as "safe." For example, iTunes is not part of the standard set, however, it is available for download or update in KACE and does not require administrative access because it has been pre-approved.

If there is software needed that is not on the KACE list, the requestor should submit a Help Desk ticket and request that it be added. The request will be evaluated and, if approved, added to the list of available software. Some of the reasons that a particular software will not be approved, other than because of security concerns, may be due to licensing requirements of the vendor. Some software is free. Some have free versions for individual use and have paid versions for institutional use. Some may have a per use license or require individual subscriptions. However, GTS is always willing to work with faculty to find solutions to specific software needs. Another

consideration to keep in mind is that GTS staff may not be able to provide technical support or training for software that is not part of the common package.

Learning Management System (LMS)

A number of LMS (Blackboard) related topics were raised in various discussions. Two of the main things mentioned about the current version were dissatisfaction over the look, feel, and ease of use. For example, faculty frequently mentioned that navigation requires too many clicks. Other comments included requests for more training in general, training for students, and training on specific functions—especially setting up the Grade Center.

eLearning continues to conduct workshops and provide walk-in support for LMS training for faculty. GTS launched an online help and FAQs tab module in Blackboard (EesySoft). We are looking at ways to provide more training for students and one idea is to reinstate a technology component in general requirement classes for incoming students—something that was part of the curriculum in the past. eLearning is also working on creating written and video instructions for frequently asked questions.

Blackboard has just released its most recent version of the LMS, Blackboard Ultra. This version is sleeker and much more user-friendly than the current version. Members of TLT have been given access to a preview of Blackboard Ultra and have been excited by what they've seen. GTS, with support from TLT, will conduct a pilot of the new system in Spring 2017 and aims to launch the new system in the fall 2017 semester. Information about the pilot and transition plans will be shared with the community.

Department owned/managed computer labs

We discovered that there is misinformation and a great deal of frustration about the upkeep of department owned computer labs. Some departments believe that GTS will not provide any support to their labs. Others believe GTS has neglected to maintain their labs.

The benefit of having department labs is that they provide access to computers for students in a particular program in a place where they also have easy access to their faculty. The lab provides a space to work together with other students in the same program. It may also provide access to equipment and software that is specific to their program needs and may not be standard in the public student labs.

Generally, the computers have been purchased outside of the regular budget process and funding may have come from grants or one-time sources. GTS will provide support as requested but maintenance is primarily the responsibility of the department—particularly if the computers have non-standard software or configurations. When the computers and other equipment reach the end of their lifecycle most departments realize that they have no plans or means for replacing aging and broken equipment.

There are many reasons why departments may want to maintain their own labs and there are many reasons why a centralized lab management process should be established. GTS will conduct a study and develop recommendations, and remains committed to doing whatever it can within the constraints of the current budget process to support the academic department labs and looks forward to working with the departments to find solutions.

Video-related issues

Conferencing – There were some concerns about the number of rooms on campus set up with Fuze video conferencing equipment. Questions were also raised about scheduling these rooms or the availability of other options when conducting classes with students attending remotely. Fowler Hall 101A and 403, have recently been updated with video conferencing equipment. TLT will also evaluate other less formal solutions, such as apps on smart phones or tablets in order to offer alternative solutions and options.

Recording/editing – A common comment about video recording was the need to establish standards for professional recording including background colors, eliminating background distractions, attire, lighting, etc. This is a need that requires a broader approach. GTS and TLT will lead the conversation and can help to establish connections with interested groups including the departments that require students to create ASL essays and the Center for Bilingual Learning and Teaching.

There were questions about specific recording systems including Echo360. Some wanted a system where the camera could follow the instructor. There are remote controls in the Echo360 classrooms but these remote controls are not available for replacement because of the age of the systems. GTS has raised this concern with Echo360 and with other similar vendors and hopes that they can devise a system that is a better fit for visual communication.

GTS launched Kaltura, a video recording and storage system that is integrated with Blackboard. TLT was able to preview the system before it was released to the campus and were involved with testing instructions as they were developed. eLearning will continue to provide training to faculty and students.

There have been questions about using other programs such as GoReact, which offers features that some faculty have found attractive. However, Gallaudet cannot provide this option to all faculty and students as part of the standard package because of subscription/licensing requirements of the software.

Archiving – Another overarching concern was about the long-term storage and retrieval of video. This was a concern of individual faculty and of the campus as a whole regarding the storage of historical film. Kaltura is a solution for storage of academic video. My.thread has been discontinued because user statistics showed it was not widely used. Some departments rely on video stored in a QuickTime server that is not supported. A long-range solution must include a way to store video and film with accompanying metadata that will allow the file to be searchable

and it must be able to store permission data that will preserve the integrity of any restrictions placed on the use of specific videos.

Communication

How do we communicate changes in the technology environment? How do we engage our consumers in decision making? This is, has always been, and always will be a concern. Members of TLT have requested data on the pricing of licenses, notifications of systems status, and usage of labs and specific software. Suggestions have included hosting focus groups with students, forums to discuss specific software or specific issues such as lab design. Suggestions also include continuing to have meetings with academic departments, and meetings with Academic Council and Faculty Senate. These are all very good suggestions and GTS is committed to continuing to these discussions.

With the new intranet portal, GTS will post announcements about upgrades and other changes. Changes with a campus-wide impact will be shared to the *Daily Digest* but the community can also subscribe to receive all GTS announcements as well.

GTS has also established a Facebook site to increase our reach to campus constituents.

Accessibility for deaf blind students and instructors

Accessibility was another issue that came up in various discussions. In particular were questions about making video accessible for students who are blind or have low vision. This again is another issue that requires a broader discussion and should involve the Office of Students with Disabilities, faculty, and the students themselves. Some of the solutions will obviously require technology. However, most of the solutions will likely require greater awareness of the needs, better understanding of non-technology solutions—better lighting, classroom design, etc., and agreement on what kinds of technology support is needed.

Device Registration

A common complaint across the board and from the Student Advisory Board (conducted by Administration and Finance) was that the device registration period was too short. Users were required to renew/reregister their devices (smart phones, tablets, or laptops) every 45 days. Historically there were important reasons for the limited time, however, due to advancements in technology, those reasons were no longer as valid. GTS has increased the registration period to 180 days.

TECHNOLOGY FAIR

GTS hosted its first ever technology fair on Friday, August 19, 2016. The idea to host a fair came from the overwhelmingly positive response to the GTS booth at the Research Fair earlier in the year. As part of our commitment to increase communication and to raise awareness of the work we do, we hoped the fair would provide an opportunity, particularly for university faculty and Clerc Center teachers, to interact with GTS, to interact with each other, and to learn more about the products and services we provide and the vendors we partner with. We also wanted to provide a place for them to play with emerging technologies like SmartTVs, virtual reality, Windows 10, and the newest “toys” from Apple and Dell.



GTS staff at the GTS Knowledge Bar. (Images courtesy Office of Communications)



GTS staff celebrating a successful Technology Fair on August 19.

The fair was a resounding success! Over three hundred people attended the fair, including GTS staff and outside vendors. 71% of faculty surveyed felt the fair was valuable and 63% indicated they learned something useful for their teaching. Although only eight Clerc Center teachers responded to the survey, 51% found it valuable.

The timing of the event, during Professional Development Week just before the beginning of the university and Clerc Center semesters, was rated very favorably, over 80% by both groups.

Some of the comments included:

- Great event, mixing learning and fun. Good opportunity to learn about new and upcoming technologies.
- Great chance to see the friendly GTS staff. They are not ghosts.
- The bonding with the faculty, staff, and others—very beneficial.
- I particularly liked having the ability to interact with and ask questions of GTS staff. The mini-workshops were also beneficial.
- One-day is not enough for us to see everything!

TEACHING AND LEARNING

Increase faculty accountability for student learning and development (*University Goal D: Objective 4*)

Faculty Fellow

GTS created a faculty fellow position in August 2015 to provide a key link between GTS and academic programs. The goals of this position were to strengthen communication, transparency, and assessment of teaching and learning with technology with the goal of making sure technology supports the academic mission. The faculty fellow, along with the coordinator of administrative services, leads the committee. The faculty fellow has also assumed supervisory responsibility of the eLearning Center.

How are we doing?

Gallaudet participates in a number of national surveys about student experience and satisfaction on various aspects of university life including technology. This data provides a benchmark to track GTS services over time and to compare our services with cohort institutions. The data also helps GTS keep abreast of trends and top issues in IT and higher education that are most relevant to our institution.

In 2016, students were asked to complete the Noel-Levitz Student Satisfaction Inventory which looks at a wide range of issues. Students are asked to rank how important the issue is to

them and then to rank how satisfied they are with how the university provides for this. The ranking is on a scale from 1 to 7 with 7 being very important/very satisfied. The inventory determines as strengths the areas that students rank high in both value and satisfaction.

For the second year, the survey has identified the following technology-related strengths.

The university provides sufficient resources that help me effectively use technology for my academic needs. (Importance: 6.28; Satisfaction: 5.19)

Computer labs are adequate and accessible. (Importance: 6.19; Satisfaction: 5.33)

THE UNIVERSITY PROVIDES SUFFICIENT RESOURCES THAT HELP ME EFFECTIVELY USE TECHNOLOGY FOR MY ACADEMIC NEEDS.

COMPUTER LABS ARE ADEQUATE AND ACCESSIBLE.

EMERGED AS STRENGTHS ON THE 2016 NOEL-LEVITZ STUDENT SATISFACTION INVENTORY

TIER ONE SUPPORT

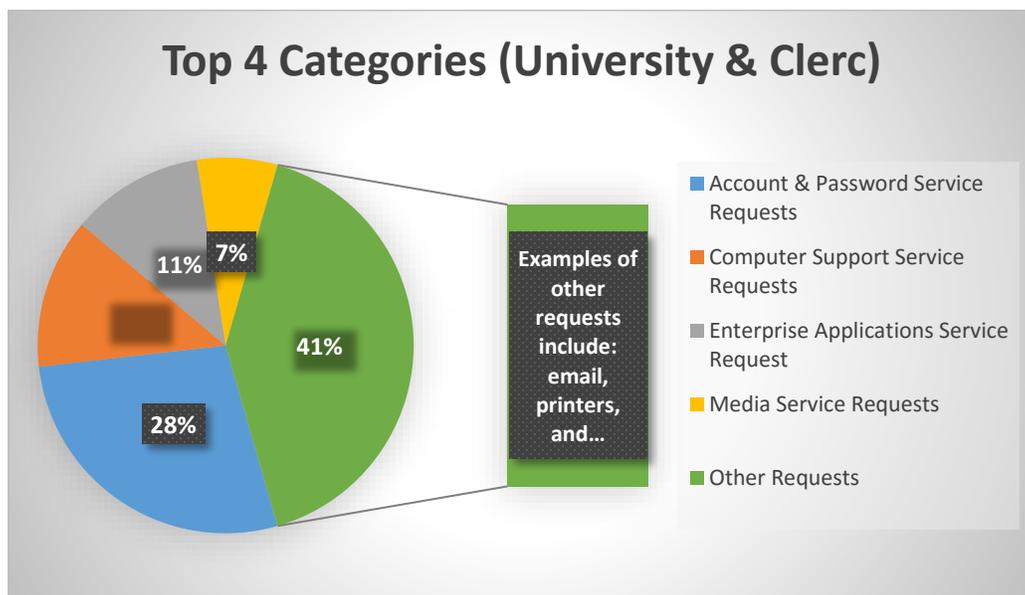
Improve efficiency and effectiveness of all programs and services. (*University Strategic Goal C: Objective 4*)

Create environment and support systems to encourage retention and successful completion. (*University Strategic Goal B: Objective 1*)

Help Desk

Help Desk tickets are broken down into service requests and incident reports. Service requests are routine requests as part of normal daily operations such as software installations, password resets, new computer set ups, and more. Incident reports are for problems or issues that have an impact on regular operations or a user’s ability to work. In FY 2016 the Help Desk received 16,659 tickets; and of these tickets, close to 82% were service requests and 18% were incident reports. There were 17 global tickets (with 227 associated tickets) for incidents that impacted a large number of users.

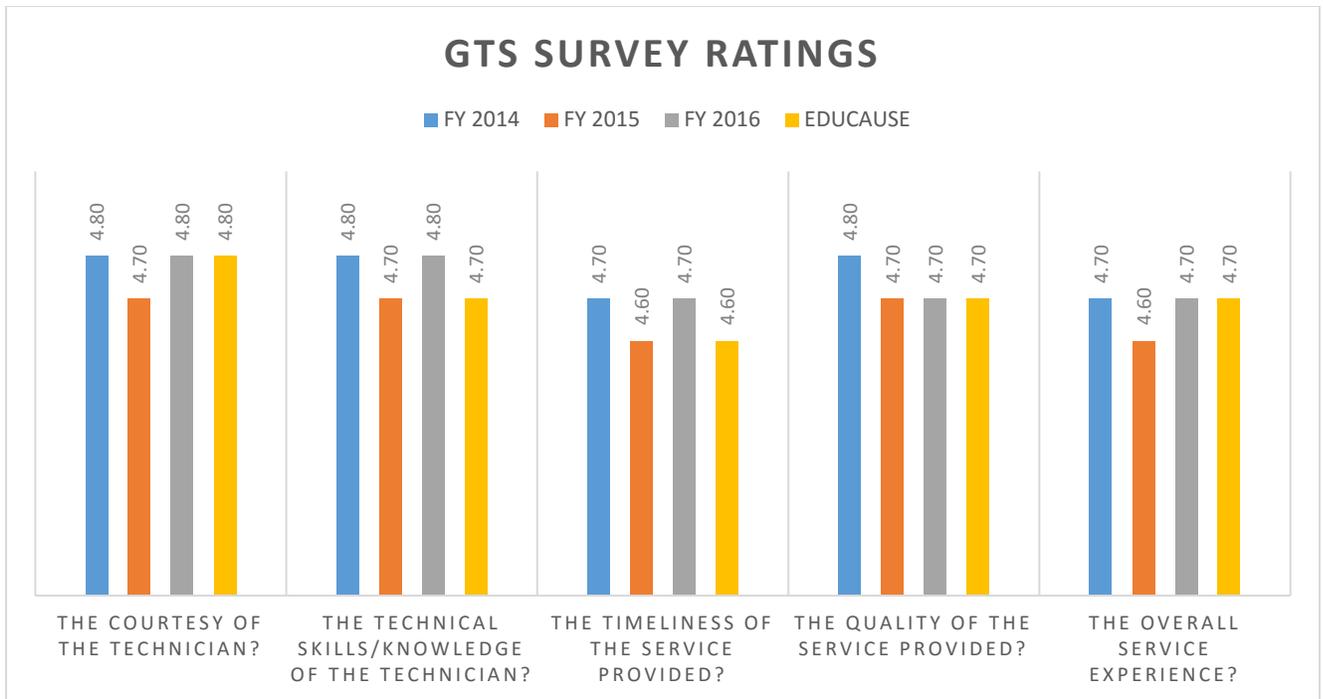
The top categories of tickets submitted by campus users were for account and password service, computer support, enterprise applications support (Blackboard, Bison, and more), and media service. These top issues constitute 59% of tickets and the rest are distributed over 35 other categories.



The average time it takes to resolve a ticket is five days but the average time to resolve the top category, password reset requests, is seven hours.

When tickets were closed, 5,111 (31%) of requestors were randomly sent Customer Satisfaction Surveys. The questions, based on the HDI Customer Satisfaction Index and tracked by EDUCAUSE, asks the requestor to rank, on a scale of 1 to 5, with 5 being very satisfied, the overall service experience as well as timeliness, quality, and courtesy and skills/knowledge of the technician.

In FY 2016, 1,292 surveys were completed. This is a 25% response rate.



eLearning Center

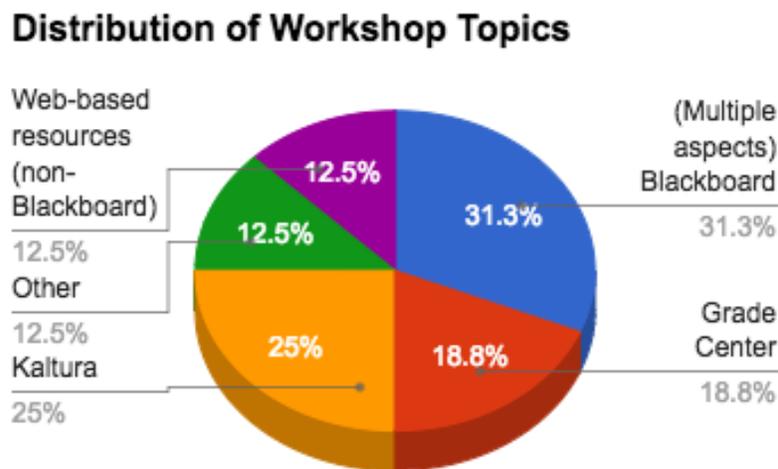
The eLearning unit was reorganized into two units. The staff primarily responsible for training form the eLearning Center. They provide workshops, group training, one-on-one support by appointment, walk-in, or phone/videophone, and respond to Help Desk tickets. They also research new tools and services and develop written and video instructions and tutorials.

The new unit, Software Administration & Engineering, is responsible for the backend support of the learning management system (Blackboard), the software library (KACE), and several other systems.

The center and training lab was renovated over the summer to optimize space and repair a load bearing wall. The technology faculty fellow manages the daily operations of the center.

The eLearning Center began using Help Desk data to prioritize workshop offerings to faculty and students. In response to the significant number of tickets for Blackboard-related help, most workshops provided in fall 2016 were focused in this area.

Sixteen workshops and two scheduled group trainings served thirty-eight participants. Workshops were advertised in a number of ways including *Daily Digest*/intranet portal, social media, Faculty Governance email distribution, and Blackboard announcements. Evaluations and data will be used in planning future workshops, assessing the most effective promotion methods, and determining optimal times in scheduling.



Overall the workshops were well received. On a scale of 1-5 the average score was 4.34 and 40% scored their workshop with a 5 rating overall. Ninety-two percent of attendees reported feeling more comfortable with the material after the workshop.

Walk-ins

eLearning has also begun evaluating walk-in appointments in fall 2016. In the month of September they served 79 students, staff, and predominately faculty. The most common student questions were about Kaltura. The most common staff and faculty questions were about Blackboard in general and Grade Center in particular.

INFORMATION SECURITY

There are three goals for information security:

- *Confidentiality* - To allow information access and disclosure to authorized users—"the right people"—and prevent access by or disclosure to unauthorized ones—"the wrong people."
- *Integrity* - Making sure that only the right people can modify documents.
- *Availability* - Ensuring that information that is created and stored should be available to authorized entities. Information is useless if it is not available.

2-Step Verification – Students were required to enroll in Gmail 2-step verification by November 9, 2015. Since that time there has been a significant reduction in student accounts being compromised and has led to a virtual elimination of spam and phishing emails to the Gallaudet community—the last reported phishing email was in October 2015. Faculty and staff are not required but are encouraged to sign up as well.

Administrative Rights – One of the big issues raised in meetings with faculty was about administrative rights which would enable users to install software and make changes to the operating systems on their computers without having to request help.

GTS created a policy to outline the need to restrict this level of access. The policy has been reviewed and approved by the Board of Trustees.

Purchase Card Industry Data Security Standards (PCI DSS Compliance) – Working collaboratively with the Finance Office and other campus stakeholders (those programs and services that process credit card transactions), CampusGuard helped us assess our compliance with PCI DSS standards and performed an audit of systems and processes. This area of focus and responsibility will be a permanent addition to the service portfolio and is a shared responsibility.



EVERY YEAR THE CAMPUS
COMMUNITY IS REQUIRED TO SIGN
THE INFORMATION SECURITY
AGREEMENT FORM (T1).

WEB AND ONLINE

Expand all undergraduate and graduate recruitment to become top of mind for all deaf, hard of hearing, and hearing students seeking deaf or hard of hearing related careers.
(University Goal A: Objectives 1 and 2 combined)

Website Redesign

GTS participates in the Marketing Advisory Group (MAG), a Cabinet-level committee, to provide guidance and feedback on the technical design, development, and direction of the web redesign. A temporary redesigned site of the top-level, undergraduate marketing pages was launched in spring of 2016. As of October 1, content has been migrated from the current site to the new site. WebCom, a committee of web authors/reviewers, will convene to review the migrated content before the new site goes online.

Intranet

Concurrent to the web redesign, GTS launched the new intranet portal in June. Goals for this project were to improve collaboration, information sharing, and provide a functional one-stop shop for our community. The work is ongoing but there are several key features to note:

- *Daily Digest*, Calendar, and Photo of the Day are submitted, reviewed, managed, and displayed in the portal (Archived announcements, events, and photos have been migrated.)
- The People@Gallaudet directory has been combined with employee profile pages. Individual employees are now able to update and maintain their own profiles.
- Key links to frequently used campus systems (Blackboard, Bison, Help Desk, etc.)

As the project evolves and as the campus adopts the portal, new functions and opportunities will be available including:

- Single Sign On (SSO)—this will allow users to log in once to the portal and then click through to other systems (Blackboard, Bison, Help Desk, etc.) without having to re-enter credentials.
- User personalization of content displayed in their view.
- Content available based on permission levels and role.
- An activity stream (similar to the Facebook newsfeed) displaying announcements and updates based on subscription to a group or department.
- Users-create public or private shared sites to collaborate within a department or among a group with a shared interest.

Other Web Projects

- 25Live Implementation for Campus Business Development
- Alumni Class News and Notes (CNN) Online Submission Form

- Clerc Center’s new website [<http://www.gallaudet.edu/clerc-center.html>] completed and launched
- FERPA Online Training
- Long department name and job title configuration in PeopleSoft
- Hosted several web community forums and invited a presenter to discuss successful web redesign processes

Network Connectivity

TIO/Network Operations completed the first of a three year project to replace aging network equipment in all campus buildings. During FY16, more than 140 network devices were deployed in 23 buildings. This work will continue through FY18 along with other upgrades and enhancements to the network infrastructure.

Internet service for the University is supplied by two providers providing load balanced and redundant paths to the Internet. Service availability exceeded 99% up-time over the last 12 months with no reported outages outside of scheduled maintenance periods.

In the early fall of this year, TIO/NetOps introduced an on-site caching service to enhance the user experience of video streaming (e.g. Netflix, Hulu, HBO), game system content (e.g. Playstation, Xbox, Steam), and other large data files (e.g. software updates from Apple, Microsoft, Google). The system monitors campus Internet traffic for these types of data and will store local versions of popular titles which are then distributed to future requestors. The result is a quicker, more consistent delivery of this content.

Looking forward, TIO will investigate and test new technologies to better support the burgeoning wireless network demands with emphasis on fuller coverage, increased performance, and improved security.

ENTERPRISE SYSTEMS AND INFRASTRUCTURE RENEWAL

GTS completed a significant upgrade within Bison (PeopleSoft) to implement Time and Labor. This effort replaced eTime for processing timekeeping and payroll. The project also included a fluid and mobile-friendly display and allowed for streamlining several paper-intensive processes including managing leave, personnel actions, and online applications. This project was an opportunity for the university to review processes and procedures and revealed issues that required cross-departmental collaboration to resolve in order to be in compliance with federal and DC labor regulations.

Infrastructure and Technology Projects

Building on the assessments and planning from the prior year(s), GTS, with significant support from the capital budget, was able to accomplish the following:

- Benson Hall ATS and HVAC Systems Upgrade
- EMG Data Center (EDC) Generator Upgrade (Phase 2)
- Tape Library system upgrade

Construction:

- Athletics Department
 - Hotchkiss Press Box
 - West Virginia Sidewalk Improvement
- College Hall Conference Room Upgrade Completed (President's Office)
- College Hall Lyceum Audio/Video Upgrade (President's Office/GTS)
- Counseling and Psychology Services (CAPS) Video Recording System Upgrade
- Deaf Health Communication & Quality of Life Center (HMB E150) Renovation
- Human Resources Office Renovation
- Living and Learning Residence Hall (LLRH6) Audio/Video (TV) Upgrade
- Peet Hall Interior Upgrades
- Student Experience (SAC Flex A & B)
- VL2 Research Lab

Classroom Technology:

- eLearning Lab Upgrade
- Field House Pool, EPS Cart – TV
- Fowler Hall 101A Upgrade
- HMB-STM, Psychology Research Lab Video System Upgrade
- HMB-STM, Third Floor Upgrade Completion
- SAC Computer Lab Upgrade

- SAC MPR Technology Upgrade

Infrastructure:

- Network Infrastructure Upgrade (Phase One)
- Cisco Unified Communications Upgrade to 10.x
- Wireless Controller Upgrade

Software and Solutions:

- Blackboard Connect Implementation
- PeopleSoft Financials Upgrade
- Hobsons Radius
 - Online application for Graduate Admissions
 - Clerc Center
 - ELI
 - Alumni Relations
- Java 8 Upgrade
- Kaltura Implementation
- Mediat Server Migration (Student Health Services)
- Office 365 Implementation
- Office of Students with Disabilities (OSWD)
 - Software Implementation with Titanium
 - Video Capture Recording System Implementation
- Pitney Bowes Server Replacement
- Single Sign On (SSO) Implementation
 - eTime (ADP) (GLUU)
 - Intranet Portal (Azure SSO)
 - (WRLC) Library Services (Azure SSO)
- Space Management System Implementation
- TMA Server/Software Upgrade

Ongoing Projects

- ASL Connect
- Convo Office in MLC
- Echo360 Upgrade
- Grant Managements System RFP (Request for Proposal) with OSP (Office of Sponsored Programs)
- MSSD Residence Hall [GTS provides support and input for this project]
- PeopleSoft Human Resources Upgrade – Time & Labor
- Web Redesign
- Windows 10 Upgrade

- Single Sign On (SSO) Implementation
 - Blackboard (Azure SSO)
 - Kaltura (Azure SSO)
 - TK-20 (Azure SSO)
 - eTime (Azure SSO)

SPECIAL RECOGNITION

Gallaudet was awarded the Ingeniux Site of the Year Extraordinary Community award for collaboration on the intranet portal.

Shannon Augustine and **Kent Babson**, both from Software Administration & Engineering, and **Lisa Fisher**, eLearning Center, earned Blackboard Certification.

Darlene Prickett, Administrative Services, earned an MFA in Creative Writing from Goddard College, Vermont.

Earl Parks co-presented at Oracle OpenWorld in September about the implementation of Oracle PeopleSoft Fluid Interface. (Pictured with Richard George, Sierra-Cedar.)

Shay Taylor, eLearning Center, had several accomplishments:

- Workshop Presenter- 10 Great Teaching Tools for Putting #TechInDeafEd. Conference of American Instructors for the Deaf, Louisville , KY July 2016
- Featured Speaker- Embracing Technology to Enhance Teaching. The Seventh Annual South Carolina Summit of Individuals Who Are Deaf, or Hard of Hearing, Their Families, and the Professionals Who Serve Them Hosted by the SC Deaf and Hard of Hearing Education Partnership. October 2015.
- Editor: #EduMatch: Snapshot of Education 2016 (eBook available January 2017)
- Google Certified Educator
- Selected to represent the new online EdCommunity by the Newseum Educational Advisory Board



Cedric Arce, Media and Classroom Technology, earned two certifications from Extron: Extron Certified Control Specialist and Extron Certified Configuring for Control.



Service Awards given in June 2016.

Named are the recipients from left to right: **Wayland (Wally) Joyner**-15 years, **Christian Burke**-15 years, **John (Jay) Scotton**-10 years, **Matthew Terry**-10 years, **Harold Barretto**-15 years, and **Maria Petrova-Margason**-15 years. *(Photo courtesy Cedric Arce)*



IMPORTANT LINKS

[Technology \(Acceptable Use\) Policy](#)

[Use of Information Technology Resources \(A&O Manual 2.22\)](#)

[GTS projects \(completed and in progress\)](#)

[Metrics](#)

[Cybersecurity](#)

[Facebook site](#)