

October 1998
Vol. 3 No. 7

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Newsletter

OIT Technology Overview: Improvements in 1997-98

Welcome to the start of a new academic year. We in OIT have been working hard over the past year to expand and enhance our services to the University community. Our primary goals and priorities have been to enhance access to online resources. Below are some highlights of the ways we hope to serve you better in the coming year.

Improved Access

More Online Time!

As of Fall 1998, students, staff and faculty are now allocated 50 hours of free modem pool use per month, a significant increase over the 30 free hours available for individuals last year. As always, users who require more modem time may purchase additional 30-hour blocks of modem time for only \$4. Users will be able to take advantage of faster 56k bps modem access by this winter, when our phone line providers resolve some issues related to service. The phone number to dial for the new 56k v.90 lines is (612) 852-5252.



Network Enhancements

Networking and Telecommunication Services (NTS) is continuously upgrading the campus network to meet expanding demand. Our challenge is accomplishing this as quickly as possible, while doing it the right way. Currently 44% of the campus Ethernet connections have been upgraded, with the goal of having 55% of the campus network upgraded by the end of October. For details on our progress, see this NTS website: <http://www.nts.umn.edu/esp>

Premium Internet Accounts Available: with Personal Webspace!

All students and staff receive free 'client/server' e-mail accounts; those who need personal webspace and additional capabilities can obtain 'premium accounts' for a reasonable fee. For details see our March 1998 newsletter: <http://www.umn.edu/oit/newsletter/0398-itn/changes.html>

Enhanced Training Opportunities

New Short Courses

Academic and Distributed Computing Services (ADCS) developed many new courses over the past year, including several designed to help faculty and staff develop the skills and expertise they need to deliver courses over the Internet. Some of the most popular courses include the faculty camps. For a complete list of the current short courses, see the ADCS training website: <http://training.micro.umn.edu/training>

Computer-Based Training for Faculty and Staff

More than 350 computer-based courses on a wide variety of software and technical topics are now available to staff and faculty. Computer-based training (CBT) enables you to learn exactly what you need to know, at your own pace, from your home or office computer. The complete list of courses is available online at: <http://training.micro.umn.edu/training/cbt/courlist.html>

Additional information to help you get started is available at this training CBT website: <http://training.micro.umn.edu/training/cbt>

Improved Help

HelpLines Hours Now Include Evenings and Weekends

HelpLine phone hours have been significantly expanded over the past year, in response to growing demand. Computer and Internet phone help is now available:

- 8 a.m.–11 p.m., Monday–Thursday
- 8 a.m.–5 p.m. on Friday
- noon–5 p.m. on Saturday
- 5 p.m.–11 p.m. on Sunday

For more information about walk-in and on-line help, see this ADCS website: <http://www.umn.edu/adcs/info/helpline.html>

Phone Operator Assistance Now Available 7 Days a Week

As part of our efforts to make the University more "visitor and user-friendly," NTS' phone operators are now assisting callers 7 days a week, from 7:30 a.m. to 8:30 p.m. The new hours help meet the needs of the growing number of evening students and visitors who need information outside 'regular' business hours.

New GopherCare Extended Warranties

Computer Repair Services (CRS) now offers a great deal on extended warranties — a full 3-year warranty for parts and labor — for new Apple computer products. The new "GopherCare" warranty is discounted a full 30% from the price of the regular AppleCare extended warranty. You can purchase the GopherCare extended warranty service when you purchase your new Apple computer from the University of Minnesota Bookstore's Computer Store. For details see our October 1997 newsletter: <http://www.umn.edu/oit/newsletter/1097-itn/gophercare.html>



Special Projects and Events

Internet Welcome Kit

Academic and Distributed Computing Services (ADCS) led a project to develop CD-ROMs for incoming freshmen that allow them to easily initialize their new University E-mail/Internet accounts, take virtual tours of the campus and acquaint themselves with campus life – all before they arrive on campus. The CD-ROM was developed in record time by a team of people throughout the University at the request of President Yudof. Incoming students clearly appreciated this opportunity to use their accounts immediately; of the 6,000+ CDs sent out, 4176 new accounts were initiated as of September 24th. A press release describing the project in greater detail is available at this website: <http://www.umn.edu/urelate/newsservice/newsreleases/cdrom.html>

TEL Initiatives: Grants, Conference and Exhibits

Staff planned and organized a very successful Technology Enhanced Learning (TEL) conference and exhibit in May 1998 that highlighted numerous projects and achievements throughout the University. For details on TEL, see our March 1998: <http://www.umn.edu/oit/newsletter/0398-itn/tel.html>

EDUCOM Conference in Fall 1997

When the University hosted EDUCOM's national conference last fall, OIT staff, under the direction of Shih-Pau Yen, played major roles in planning and presenting an extremely successful conference that showcased the University's many achievements in using cutting edge technology to support both academic and administrative projects.

Year 2000 Leadership

The Office of Information Technology is playing a major leadership role in raising awareness of Year 2000 problems and helping to ensure that mission-critical central and collegiate systems are identified and protected against failure. Presentations, information booths, seminars, mailings and articles for publication have been used to raise awareness.

In addition, a systematic method of tracking Year 2000 status was developed. Additional information and resources, such as compliance testing software, checklists, related links, and schedules, is available at the Year 2000 website: <http://www.umn.edu/oit/year2000>

Support and Management of Enterprise Systems Project

OIT staff and management are playing major roles in the development and implementation of the Enterprise Systems Project. The project will replace and enhance the University's student services and human resources systems with a single integrated system running PeopleSoft software. Staff throughout OIT are working on readying the University's technical infrastructure, networks, data, security, web interfaces and more in preparation for the new systems. For more info see this website: <http://www.umn.edu/enterprise>

Obsolete Systems Retired

Several obsolete central systems (VMS, VX, EPX, NVE, NOS) managed by Central Computer Operations (CCO) were recently 'retired' due to the small number of users and the high cost of supporting these systems. CCO will now focus efforts on supporting the Enterprise Systems Project, with an emphasis on developing and maintaining the required technical infrastructure to support the University's business systems well into the future. For details see these websites:

<http://www.umn.edu/cco/obsolete-systems>
<http://www.umn.edu/enterprise/technology>

Planning and Policy

Associate Deans Information Technology Planning Sessions

Information technology decisions at the University have long been independent and decentralized, as departments plan to meet their own specific technology needs. With departments and central service providers (such as the Office of Information Technology) serving as 'co-providers' of technology services, it's essential to jointly plan how to best meet



the University's technology needs, to reduce duplication of services and identify and address gaps in services.

As part of the University's Compact/Budget process, OIT's Planning, Architecture and Communications (PAC) group sponsored and led a series of information technology planning sessions with Associate Deans. The sessions were designed to share information about what services currently exist centrally and departmentally, jointly identify priorities and consider models for future joint planning efforts. Results and handouts from the meetings are available from this website: <http://www.umn.edu/oit/pac/planning.html>

“Acceptable Use” Policy Revised

Since the CIO is considered the “owner” of University technology policy, earlier this year the Office of the General Counsel (OGC) requested that the Office of Information Technology (OIT) review and revise aspects of the University's policy on the acceptable use of information technology. OIT's PAC (Planning, Architecture and Communications) group worked with the OGC, the Office of Policy Development, the Senate Committee on Information Technology, and other representatives of the University community on this effort.

The revised policy now more clearly addresses personal and commercial use of the University's technology resources, consequences of violations, and references/links to pertinent laws; along with an appendix with guidelines for use of e-mail, computers and networks. The new policy and guidelines replace all previous versions.

For more information see the University-wide Policies and Procedures website: <http://www.fpd.finop.umn.edu>

Campus-wide Standards and Guidelines for Desktops, LANs

In order to fully realize the benefits and advantages of the new Enterprise systems, departments need to make informed decisions about technology investments in order to ensure that their desktop systems and local area networks are adequate. OIT's PAC group worked with departments, vendors and consultants to develop

guidelines and standards for the type of computing systems and networks that can best meet the University's current and future needs.

Current and proposed standards and guidelines are available on the Planning, Architecture and Communications website: <http://www.umn.edu/oit/itstds>

New “Network Security” Policy

In response to University auditors concerns about network security, the Office of Information Technology is developing a University-wide network security policy. Networking and Telecommunication Services staff are developing the policy, which will include guidelines for departmental Local Area Networks (LANs) that are connected to the University's network.

OIT Security Council

In order to better address information technology security issues throughout the Office of Information Technology and the University, OIT has convened a security council to share information and determine OIT's overall direction and policies related to security. Council members represent the concerns and perspectives of support providers throughout OIT, from desktop systems to networks to major administrative systems to data custodians.

Organizational

IMS: Information Management Systems

This new Office of Information Technology unit, directed by Susan Grotevant, merges OIT's Data Warehouse with the Minnesota Center for the Integration of Systems Technology. With responsibility for the data warehouse, decision support systems such as Clarity, and overall institutional technical reporting strategies, the new organization will enable the University to simplify and improve the process of gathering institutional data for better planning and decision making. More information will be available on the IMS website: <http://www.ims.umn.edu>

■ Steve Cawley, CIO



Student Public Lab Update: Laptop Internet Connections

Available on the West Bank

Academic and Distributed Computing Services now offers students who have their own laptops direct connections to the Internet. This new service is available in the Hubert H Humphrey (HHH) 50 Public Student Lab on the West Bank Campus.

Any student with a PCI card slot or built-in Ethernet card in their Macintosh or Windows 95/98/NT laptop can connect from the 50 HHH Lab. If you have Windows 3.1, call 626-0200 for information about setting up your computer.

If your laptop does not already have the University's Internet Kit installed on it (or equivalent connection software), you must purchase the Internet kit for the usual \$6.00.

We have a limited number of Ethernet jacks and IP addresses that we'll make available on a first come basis. If there is a waiting list to use the connections, a 2-hour time limit will be imposed.

Printing services will also be available for the usual fee.

Making the Connection

To connect from the 50 HHH Lab, you need to see the Lab Consultant, as usual, to check into the lab. If you already have a PCMCIA Ethernet card or built-in Network Card (with the appropriate TCP/IP drivers), you will be setup with a connection that you can use to access the Internet.

If you do not have your own PCMCIA Ethernet card but have a PCI card slot, you will be given a card in exchange for your Student ID card. The Lab Consultant will load the

essential software to make the connection to the Internet. The setup process may initially take 5–15 minutes, depending on your laptop.

For IBM compatible laptops, Windows 95, 98, or NT is the preferred operating system for this service.

■ Peter Oberg, Academic and Distributed Computing Services (ADCS)

*Questions regarding this service?
Call 624-6526,
the 50 HHH Student Computer Lab.*



Year 2000 Discussion Seminars

*Only 1 year, 2 months, and a few days
until the year 2000.*

What are you doing about the millennium problem?

Discussion Seminars

The Office of Information Technology is providing year 2000 discussion seminars for University of Minnesota faculty, research personnel and technical coordinators. The seminars will focus on general year 2000 questions, as well as specific year 2000 research and technical issues. The seminars will provide valuable tools and resources, as well as the opportunity to “compare notes” and experiences with others who are facing similar year 2000 problems.

Sign-up Information

For sign-up information, view the year 2000 website:

<http://www.umn.edu/oit/year2000>

Questions?

Contact Kathy Confer, 190 Shepherd Labs, 612/625-3590, confer@mailbox.mail.umn.edu

The University of Minnesota Year 2000 web site is continuously updated with new information and resources. Check it out:

<http://www.umn.edu/oit/year2000>

■ Kathy Confer, Academic and Distributed Computing Services

Session II

October 14, 1998, Wednesday
8:00 to 10:00 a.m.
St. Paul Student Center
Minnesota Commons Room
St. Paul Campus

Session III

October 29, 1998, Thursday
8:00 to 10:00 a.m.
Mayo Auditorium
Ground Floor, Mayo Building
Minneapolis Campus, East Bank

Session IV

November 10, 1998, Tuesday
8:00 to 10:00 a.m.
Lockhart Auditorium
Room 25, Law Building
Minneapolis Campus, West Bank

Session V

December 2, 1998, Wednesday
8:00 to 10:00 a.m.
Coffman Memorial Union
Mississippi Room (320)
Minneapolis Campus, East Bank



DreamWeaver: Software for Creating Web Pages



Isn't it about time for you to create your own website? Or maybe you're a seasoned webster and just need to spruce up some existing web pages.

No matter what your situation, I hope to spare you the painful process of wading through all the packages that do the same thing but do it slightly differently and do

it for about the same price. You may even already own word processing software that generates web pages, or you may have been advised to go with a simple text processor. There are so many choices. If you're actually ready for a true web authoring tool, read on.

Web Authoring Tool from Macromedia

"What's a web authoring tool going to do for me?" you ask. Well, it's an application that lets you create dynamic and attractive web pages easily and quickly, and also lets you control the remote site that stores the webpages.

Depending on your platform, you've probably heard of these software programs: Adobe PageMill, Claris HomePage, or Microsoft FrontPage. A relatively new addition to this pack is Macromedia's DreamWeaver. Why would you want to use DreamWeaver? To start with, it enables you to create lively, cutting-edge web pages without having to know HTML (HyperText Markup Language). Sure you can still use any text processor you want, but DreamWeaver takes the tediousness out of all that manual coding. DreamWeaver also won't go monkeying around with the web pages you've already created, like some of the other web authoring tools I know (FrontPage, HomePage and PageMill come to mind).

HTML Creation

As long as people continue to use different versions of web browsers, it's useful to know HTML. Knowing HTML means you can examine the coding created by DreamWeaver without being intimidated or at a loss when it comes to figuring out what weird things a particular flavor of browser is doing to the web pages you created.

DreamWeaver's "Roundtrip HTML" actually lets you have DreamWeaver's document creation window and HTML source (raw code) window open at the same time. This option lets you see the effects immediately in one window as you work in the other; for example, changing the heading from one size to another.

When I brought some pages into and out of DreamWeaver from text and word processors, there was little or no alteration of the HTML coding and no "meta tags" were added, unlike PageMill, FrontPage and HomePage, whose meta data typically acts as advertisements for the software.

HTML Editing

If you still want to do some manual HTML coding independently of DreamWeaver, you can. An external HTML editor is packaged with DreamWeaver: BareBones' BBEedit with the Macintosh version and Allaire's HomeSite with the Windows 95/NT version. If you don't like the one you receive – or if you have a favorite – DreamWeaver lets you designate a different external editor.

Tables, ImageMaps, and More

Next, of course, you will want to add more glamorous features to your pages, such as tables, forms, frames and ImageMaps. If you want to bypass all the tedious coding that goes into creating these elements, DreamWeaver is for you. Sure you can do it manually; but do you really want to spend all your time pounding on your keyboard, peering at your screen, and flipping back and forth from your editor to your browser?



Take it from me, DreamWeaver makes it a breeze to do all these things. Several tool palettes let you perform these difficult and tedious coding tasks quickly and efficiently. Some are accomplished with a simple “drag and drop,” while others are easily handled with menus and the *Properties* palette.



Even Fancier Stuff

When you're ready for the really fancy stuff, you'll see that DreamWeaver rises above the others.

You say you've just been dying to whip up some DHTML (Dynamic HTML), a Cascading Style Sheet (CSS), or plop an animation on your web page. Well great! DreamWeaver is up to all these chores and more. The *Object* palette lets you quickly insert layers, Java applets, ActiveX controls, Netscape plug-ins, Flash movies, and Shockwave Director movies. Bear in mind

that these features only work in the latest browsers (4.0+). However, they are the direction the web is headed; so you might want to get started since these features give you, as web page author, and your audience more control over how pages are displayed in a browser. Just remember: many browsers cannot handle these features, and if you use them you'll cut off many surfers.

Other Notable Features

There are several other DreamWeaver features that make it more attractive than its competitors and that I've found particularly handy. Let me describe some of them.

Personal Favorites

As you work along you will probably want to see how pages are going to look in various browsers. DreamWeaver provides you with several options for doing this. With the press of a single key you can flip back and forth between a browser window and the edit window. There is also a command you can use to have specified browsers check your page for HTML errors.

The *Library* tool on the *Launcher* palette is great. It lets you build a library of items that change frequently on your site or that are used on multiple web pages (headers, footers, logos, navigation menus). With this library feature you only need to change things in one place and then perform a global updating of your site. (One problem with global updating, however, is that links to library items are broken if you change the item, so you will have to update the library item as well.)

The Edit menu's *Undo* command will go back as far as the last time the Save command was used.

Remote Site Management

DreamWeaver incorporates some tools for remote site management. With minor exceptions it maintain the same structure for both sites.

In addition, there is a nifty feature that controls the site's integrity while allowing several people to simultaneously work on the site's documents. An individual may “check out” a document to work on, and DreamWeaver keeps track of who has it, lets other see who is working on it, and prevents anyone else from modifying it until it is returned.



DreamWeaver has a feature that allows you to "check out" a document to work on, lets other see who is working on it, and prevents anyone else from modifying it until it is returned.

Online Help

Extensive online help is built into DreamWeaver. The help covers a range of topics – from basic HTML tags through the intermediate tools for tables, images, frames and forms, and onto the bells and whistles of the newest plug-ins for Shockwave movies, ActiveX, JavaScripts and Netscape plug-ins. Online help comes as a series of web pages you view with your browser.

One help topic to check immediately is the keyboard shortcuts topic. There are quite a few shortcuts, arranged in a useful table format. These shortcuts are going to be real time savers as you use DreamWeaver. The most helpful for me, and I'm predicting for you, are those for the various "menus." Just as I grew tired of always having to use the Text/Format menu to set heading levels, or the File menu to view pages in browser windows, so will you. Learn those keyboard shortcuts immediately and you'll save yourself lots of mousing around.

The Learning Curve

There is a learning curve with any program, and DreamWeaver is no exception. You must invest some time with it. This will be especially true if you are just beginning to understand HTML and lack web page experience.

I also predict that DreamWeaver's tools and palettes are going to be fairly meaningless and confusing until you've used them. Only after you've worked with them for a while will you see how they simplify the job of creating attractive web pages easily and quickly.

Evaluation Copy

You may obtain a fully functional 30-day evaluation copy from this website: <http://www.macromedia.com/software/dreamweaver/download>

We're Using DreamWeaver

This November ADCS is offering a new, 9-hour, hands-on course on DreamWeaver; for more information on this course visit our training website: <http://www.umn.edu/adcs/info/training.html>

Hardware Requirements

- Macintosh: PowerMac, System 7.5 or higher, 24MB RAM, 20MB of free hard disk space, and a color monitor.
- Windows 95/NT: Intel Pentium 90 or equivalent CPU, 16MB RAM, 20MB of free hard disk space, and a color monitor.

A CD-ROM is required for installation. In addition to DreamWeaver, you receive:

- An editor: BBEdit 4.5 with the Macintosh version and Allaire's HomeSite 3.0 with the PC
- ShockWave (for movie plug-ins)
- Headspace Beatnik (music plug and play)
- Internet Explorer 4.0
- Netscape Navigator 4.0

And, of course, if you want to install these other products or run them simultaneously with DreamWeaver, you need more RAM (random access memory) and hard disk space.

Purchase Price

You can purchase a single copy of DreamWeaver (on CD) for Macs or for Windows 95/NT for \$99 at the Bookstore's Computer Store; they also sell a 10 pack for \$749.

■ Mike Dunham, Academic and Distributed Computing Services

More Fun Than Game Boys

Small Grants Winners Enhance Learning with Technology



“I think I’ll trade in my game boy for a GPS unit.” So said a student who recently took part in Underwater World, a pilot program that teaches scientific concepts to

middle school students by allowing them to use the latest water science and multimedia technologies in the field and their classroom.

Many other students at the University, around the state, and even around the world who are studying a wide range of topics may soon feel as excited about other learning technology tools currently being developed at the University of Minnesota, thanks in part to The Small Grants Program for Technology Enhanced Learning sponsored by the Office of the Executive Vice President and Provost (EVPP).

In March, the Small Grants program provided funding and support for Underwater World and 28 other technology enhanced learning projects, many of which will be used by students this academic year.

The Small Grants Program for Technology Enhanced Learning

Last winter, the EVPP’s office offered up to \$10,000 to faculty in all units on all campuses to encourage and reward those involved in developing and implementing technology enhanced learning initiatives, and especially initiatives “developed for resident learners that also serve distance learners.”

By March 1st 105 faculty had submitted two-page proposals. A faculty review committee evaluated how well each met the following criteria:

1. Significance of the project’s contribution to technology enhanced learning
2. Relevance of the objectives and outcomes to the mission and purpose
3. Likelihood of long term impact or continuation
4. Reasonableness of the evaluation plan
5. Feasibility of completion by August 1, 1998
6. Evidence of department/unit commitment
7. Appropriateness of the budget
8. Consideration of long term maintenance

29 Awards

Twenty-nine faculty from all over the University system were awarded funds to develop instructional multimedia materials such as interactive experiments, simulations, case studies, 3-D visualizations, CD-ROM instructional modules, course websites, and web-delivered distance education courses.

Outcomes

While most of the projects have not yet been formally evaluated, many of the developers have demonstrated prototypes to colleagues and students and received enthusiastic responses.

For example, when *Ed Nater* demonstrated his web-delivered interactive 3-D visualization models of minerals to a colleague at the University of Minnesota, Duluth, a graduate student stopped by and was so excited by what she saw on the screen that she interrupted Nater to try out the prototype herself. Nater reported:

When she saw the interactive mineral visualization displayed on his computer, she shoved him and me out of the way, grabbed the mouse, rotated the model a couple of times, and responded, ‘Oh, that’s so cool.’

Many of the projects have also generated so much interest among colleagues that they have attracted additional collaborators and funding. For example, three colleagues—two at different institutions—are now helping Nater develop his project, and he has received further funding from the US Department of Agriculture’s Higher Education Challenge Grants Program.

Paul Cameron’s interactive WWW soil survey has received funds from the Minnesota Board of Water and Soil Resources and will be used by private consultants and units of government around the state. His material may be developed into a full on-line soil survey, with



Project Table, Part 1

Contact	Project Title / Part 1 of 2 / Small Grants Program for TEL	Department	College/School
James C. Bell	Development of an On-Line Education Module for Use of Soil Surveys	Soil, Water & Climate	COAFES
Christine Blue	Computer-Based Instruction of Head and Neck Anatomy	Dental Hygiene	School of Dentistry
John Bowers	Course Additions for GenEdWeb	Computer Center	UMM
Paul Brady	Tracking the Student's Path	Rhetoric	COAFES
Frank Busta	Information Layering: The Dose Makes the Poison	Food Science & Nutrition	COAFES
Joe Courneya	Underwater World	Crow Wing Cnyy. Ext. Ofc.	University Ext. Service
Michael Dickel	Virtual Writing Center	English	CLA
John Evans	Authorware-Based Multimedia Introduction to Technically Challenging Laboratory Experiences	Chemistry	IT
Joan Garfield	Web-Based Learning Opportunities for Statistics Students	Ed. Psych.	CEHD
Richard A. Geise	Development of Simulated X-ray Laboratory Experiments	Radiology	Med School
Guy Gibbon	Archaeology Web Site Development	Anthropology	CLA
William B. Gleason	Enhancement of Internet Biomaterials Resources at the University of Minnesota	UMHC Dept. of Lab. Med. & Pathology	Medical School
Kathleen A. Hansen	Conversion of "The Search Strategy Game" and "Evaluating Information" to Web-Based Programming for CLA Class Web Site	Journalism & Mass Comm.	CLA
Dr. Sheng He	A Web-Based Experimental Package for Laboratory Studies of Visual Perception and Cognition	Psychology	CLA
Murray Jensen	Incorporating Physiology Simulations into Web-Based Curricular Activities	Sciences	GC

the help of the Natural Resources Conservation Service, that could be used on a national basis.

Mark Mizuko's WWW tutorial, designed to help students identify swallowing dysfunction, has become a joint effort between the University of Minnesota, Duluth and St. Mary's/Duluth Clinic Health System.

Daniel Reed's computer version of the entrance proficiency test of French writing ability administered to incoming students in the College of Liberal Arts was tested at Santa Clara University and the University of Mississippi and will be incorporated into the Minnesota Language Proficiency Assessments which are being made available nationally.



Project Table, Part 2

Contact	Project Title / Part 2 of 2 / Small Grants Program for TEL	Department	College/School
Mary B. Kelley	Determining the Best Medium for the Message Distance Education Unit	Distance Education	UC
Sally Gregory Kohlstedt	Modular Educational Assignments in History of Science	Program in History of Sci. and Technology	IT
William Malandra	Classical and Near Eastern Studies Website	Classical & Near Eastern Studies	CLA
Scott McConnell	Dept. of Ed. Psych. Internet-Based Resources to Support Graduate Advising: Adapting Lotus Notes/Domino to Increase Faculty-Student Communication and Collaboration	Ed. Psych	CEHD
Toni McNaron	Voices from the Gaps Outreach Project	English	CLA
Mark Mizuko	WWW Tutorial for the Identification of Swallowing Patterns Associated with Swallowing Dysfunction (Dysphagia)	Communication Sciences & Disorders	CEHSP, UMD
Edward A. Nater	Development of 3-D Visualizations of Minerals for Soil Science Instruction	Soil, Water & Climate	COAFES
Debra Olson	Occupational Health Case Studies	Envir. & Occup. Health	School of Public Health
Jim Perry	Conservation of Natural Resources for Resident and Distance Learners	Forest Resources	CNR
Aziz Rahman	Technology Enhanced Education in Soil and Water Technology	Agricultural Mgmt.	UMC
Daniel J. Reed	Technology-Enhanced Learning Informed by Fundamental Principles of Language Testing: Writing, Assessment, and Feedback to Students on Computer	CARLA	Inst. of Internat. Studies & Programs
Marshall D. Stern	Simulating the Ration Formulation Process and Responses Obtained from Dairy Cattle Based on the Success or Failure of the Ration	Animal Science	UMM
Andrea Szalay	Interviewing for the RPAP Student	Rural Physician Asso. Program	Medical School
Robert Tennyson	Technology Certification Program: Supporting the Place-Based and Distance Learner through Technology-Enhanced Learning	Ed. Psych.	CEHD

More Information

You can read most of the initial project proposals online. Project titles and links to information are available from the Showcase section of the EVPP's office Technology Enhanced Learning website at: <http://www3.extension.umn.edu/tel/Other/show.html>

Many of the prototypes are also available on the web; to get the URLs contact the EVPP's office at (612) 624-7282.

■ Christine Goodland, Digital Media Center



Computer Fraud Alert

According to the University Purchasing Services Department, inferior laser printer maintenance vendors are soliciting the University campus.

Laser Printer Maintenance



Several departments have been taken in by vendors selling inferior laser printer maintenance contracts, which include changing the toner only once per year and some preventative maintenance.

These contracts often **do not** include any computer repair services, which are charged at a premium price. If you own a laser printer contract, please read your fine print.

Beware

According to University Purchasing Services, scam copier toner contract vendors are very common, and University departments have spent thousands of unnecessary budget dollars: <http://purchserv.finop.umn.edu/documents/ScamAlert.html>

Computer Repair Services

At the “official” University of Minnesota Computer Repair Services (CRS), your printer maintenance contract is very straightforward. CRS contracts include all repairs for the printer. Period. There will be no surprises.

Certified Technicians

Computer Repair Services’ A+ certified technicians will perform a routine maintenance check when requested.

Call CRS

Departments are paying thousands more than necessary for printer contracts with very limited service, and having to pay a premium price to purchase repair services outside the contract. Several University departments have cancelled their scam toner-only contracts and purchased CRS full-service contracts. Call CRS today for information on printer maintenance service.

U Stores Sell Toner

You can also save by purchasing your toner cartridges directly through University Stores: <http://www.ustores.umn.edu>

**Remember!
Read the fine print.**

■ Renee Wright for Computer Repair Services (612) 627-4525, <http://www.umn.edu/crs>

More Consumer Advocacy Info

For more Consumer Advocacy information, you can also visit this Minnesota Attorney General Office’s website: <http://www.ag.state.mn.us/home/newsissues/issues/consumer.html>

<http://www.umn.edu/crs>

612/627-4525

New Short Courses

From Academic and Distributed Computing Services (ADCS)

<http://www.umn.edu/adcs/info/training.html>

Need to get ahead or catch up? Haven't looked at our complete list of short courses for a while? Look now. Our courses may be just what you need. We've added quite a few course in the last year, as you can see by the listing below. We've also changed some courses. For up-to-date information on our instructor-led and self-paced training options, visit the ADCS training website: <http://www.umn.edu/adcs/info/training.html>

Basic Computing Skills

- Computer Survival Skills
- Computer Confidence
- Windows NT Workstation 4: Basics

Email and Internet Services

- Internet Explorer 4: Email and Web Basics
- Netscape Communicator 4: Email and Web Basics

CD-ROM & Web Development

- CD-ROM Camp
- HTML & Netscape Composer: Creating Web Pages
- HTML and Dreamweaver: Creating Web Pages
- Processing Web Forms

Electronic Presentation & Desktop Publishing

- PowerPoint 97: Level II
- PageMaker 6: Working Smarter with Styles

Databases & Spreadsheets

- FileMaker 4: Forms and Reports
- FileMaker 4: Putting Databases on the Web
- Excel 97: Level II

MS Office Integration & MS Office Programming

- Office 97: Integrating Word, Excel, Access, and PowerPoint
- Office 98: Integrating Word, Excel, and PowerPoint
- Visual Basic 6: Elementary Programming

Graphics & Video

- Photoshop 5: Techniques for Web and CD-ROM Developers
- Premiere 5: Video Made Easy for Web and CD-ROM Developers

■ Kathy Olson, Academic and Distributed Computing Services

Connecting Users with Services

Reference Service in the Networked Environment

A November 9, 1998 Libraries Symposium ■ Jim Stemper, University Libraries

*You're
Invited*

Quote from Libraries website: <http://www.lib.umn.edu/reference/symposium.html>

Like the shift from print to electronic resources, the transition from site-based reference services to services conducted via electronic networks is expected to be incremental and challenging. Yet the transition of services into this environment provides significant opportunity as well. Locally, the transition to the state-wide MnLINK system offers reference librarians the opportunity to work together in new ways to serve the needs of users.

Quote from MINITEX webpage: <http://kinglear.lib.umn.edu/conferences/refserv.htm>

Librarians often grapple with the tension between the relative ease of networking reference databases and the difficulty of providing a "human touch" through those same networks. Networked information and distance education compound this tension by blurring boundaries between users of public and academic libraries. The 1st Annual Reference Services Symposium will provide an important forum to explore the idea of cooperative reference through the web as one way to address these blurring boundaries.



Modem Pool: Calling Tips

▼ What Number Should I Call?

All modem pool users should call 612 852-5252

As many modem pool users know, this summer NTS (Networking and Telecommunications Services) recommended that all modem pool users switch to a new telephone number: 612 852-5252. In our June newsletter we announced that this number would be available to modem pool users for 56kbps ITU v.90, or slower, Internet access.

Then, in late August NTS announced that calls to that number were being rerouted, resulting in slower connection speeds for those with 56k v.90 modems. *This handling change is temporary.* For a more detailed notice, see our September newsletter or the NTS webpage

http://www.umn.edu/oit/newsletter/0998-itn/modem_trouble.html

<http://www.nts.umn.edu/services/modempools.html>

▼ When's the Best Time to Call?

Call at 6 am instead of 10 pm.

Networking and Telecommunications Services has been compiling modem usage statistics for several years, and the highs and lows have remained the same. They have graphs that show modem pool activity peaks between about 10 pm and 1 am and plunges around 2 am to 8 am — so if you're awake, 4 am and 6 am are excellent times to call. The NTS modem usage graphs are available at this NTS website: <http://www.nts.umn.edu/stats/Welcome.html>

If you repeatedly get busy signals during non-peak hours when you dial into 852-5252, there may be a problem with the telephone service's ability to handle your data (modem) calls. Report your experience to the NTS Repair Desk at 625-0006.

■ Mary Kelleher, Tips from the Academic and Distributed Computing Services HelpLines

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Published monthly by

the Office of Information Technology, editor, Mary Kelleher, <oitnsltr@tc.umn.edu>. Subscriptions are free but are mailed only within the USA. Electronic versions of each issue will be available as HTML (web) and PDF (Acrobat) documents. Look for them on the Office of Information Technology's web site at <<http://www.umn.edu/oit/newsletter>>.



▼ **Help**

Phone: Area Code = 612

CCO (BASIS/AIS/CCS), M-F, 7 am–4:30 pm 624-0555

- central systems: PA, DataWarehouse, PeopleSoft
- web: <http://www.umn.edu/cco>
- by email: x-help@cafe.tc.umn.edu

Internet, E-mail and

Microcomputers and Distributed Systems 626-4276

- call-in: 8 am–11 pm ← Monday–Thursday
- call-in: 8 am–5 pm ← Friday
- call-in: noon–5 pm ← Saturday
- call-in: 5–11 pm ← Sunday
- walk-in 152 Shepherd Labs: 8 am–5 pm, M–F
- walk-in 50 Coffey Hall, St. Paul: 8 am–5 pm, M–F
- walk-in 50 HHH, West Bank: 1-5 pm, M-F
- web: <http://www.umn.edu/adcs/>
- by e-mail for U of M: help@tc.umn.edu

Password: Forgot it?

- Call the ADCS helpline 626-4276
- Students go, in person, to any Microcomputer helpline.

NTS: 24-hour Repair Desk 625-0006

- web: <http://www.nts.umn.edu>

▼ **Dial-in Computer Access**

Internet/SLIP: up to 56,000 bps at v.90 612 852-5252

Internet/SLIP: up to 28,800 bps (v.34) 627-4250

Internet/SLIP: ADI & ITE (with MKO) 623-0291

SecurID Access HiSpeed (v.32) 19200-N81 626-1061

2400-N81(no parity/8 data bits/1 stop bit) 626-7770

▼ **Web and Internet Addresses**

Quick Guide

- Modem Usage (current activity on your account)
<http://www.nts.umn.edu/services/modemusage.html>
- Internet/E-mail account management/validation
<http://www.umn.edu/validate>
- Information Technology Newsletter
<http://www.umn.edu/oit/newsletter>
- LUMINA (Library) – <http://www.lib.umn.edu>
via Telnet/TN3270: admin.ais.umn.edu
- OIT – <http://www.umn.edu/oit>
- UM Bookstores – <http://www.bookstore.umn.edu>
- UM News Server – news.tc.umn.edu
- UM Twin Cities – <http://www.umn.edu/tc>

▼ **General**

Phone: Area Code = 612

ADCS Hands-on Training and Seminars 625-1300

- self-paced training and customized training
- web: <http://www.umn.edu/adcs/info/training.html>

Computer Accommodation Program

voice/tty 626-0365

Computer Repair Services/Engineering Serv 627-4525

Computer Store, Williamson Hall 625-3854

Digital Media Center 625-5055

NTS (Networking & Telecom Serv) Helpline 626-7800

Statistical Software Support:

including SAS and SPSS 624-3330

Interim Associate Vice President and

Chief Information Officer, Steve Cawley 625-8855



Information Technology Newsletter

University of Minnesota
Office of Information Technology
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