Information Technology
Newsletter

College of Human Ecology Evaluation Project

As part of the Office of Information Technology's Collegiate IT Professional Program, the College of Human Ecology (CHE), in conjunction with the Digital Media Center, during spring semester 2000 began to construct a plan for the systematic evaluation of CHE's technology-enhanced learning (TEL) programs. Our intention was to construct an evaluation that would gather particular information about CHE and be general enough to be useful for other departments and colleges at the University of Minnesota who want to conduct similar assessments. <http://www.che.umn.edu>

Objects of evaluation

We determined the objects of the evaluation by drawing on our familiarity with CHE faculty and their technological successes and failures, as well as by referring to others' assessment projects, especially the University of Michigan's August 1999 Faculty Survey. We also consulted Chickering and Ehrmann's "Implementing the seven principles: Technology as lever" <http://www.tltgroup.org/programs/seven.html>, and *How People Learn: Brain, Mind, Experience, and School* (John D. Bransford et al., eds.). Generally speaking, we set out to assess the success of:

- TEL training programs for CHE faculty (web "camps," consultation services)
- facilities and infrastructure (student computer labs, TEL classrooms, Technology Learning Center)
- TEL courses taught by CHE faculty
- technical support

Purpose and audience

The formative purpose of the evaluation is to improve technology-related services to faculty and students. We hoped to accomplish this by providing administrators and College of Human Ecology IT staff with information both about the difficulties faculty have encountered in their attempts to use technology in education as well as about their successes in this area. The evaluation has summative purposes as well, in particular to inform faculty, administrators, and students of the uses to which technology budgets and student fees have been put. These purposes define the audience of the evaluation, which include:

- faculty members
- collegiate and university administrators
- students in TEL classes

Tools and methods

We used both surveys and focus groups to conduct the evaluation, because using more than one approach is generally good assessment practice, and because we wanted to obtain both quantitative and qualitative data. We distributed a paper survey, containing 19 closed-ended questions, to CHE faculty at the end of the spring semester. We will distribute the student survey in fall semester 2000.

We also conducted two faculty focus groups: one for faculty without extensive experience with TEL and one for more advanced TEL users. In these groups, which included approximately 20 CHE faculty, we discussed some of the same topics we asked about in the survey, and we broached other issues which called for in-depth discussion.

In a bit more detail, here are a few of the issues we investigated:

- ☐ Have faculty members changed their approach to teaching as a result of using technology in their teaching? Have they adopted new strategies, new approaches?
- ☐ Why did some faculty receive TEL training but fail to follow up on it?
- ☐ What do faculty perceive as the major barriers to their use of TEL?
- ☐ How do faculty prefer to learn about new educational technologies?
- ☐ How have students changed their work habits as a result of TEL?

- ☐ In what ways are certain students disadvantaged by the introduction of TEL in their classes?
- ☐ Does TEL create barriers to learning for students?

Preliminary findings

As of this writing about 26% of College of Human Ecology faculty had returned their surveys, a rate which we hope to improve to 50% in the coming months. Although any conclusions must be considered tentative at this point, the following are among the salient findings from the survey:

▼ What technologies do faculty currently use, and what would they like to use?

CHE faculty currently use a mix of analog and digital technologies:

- 78% of respondents have used VCRs or TVs in their teaching
- 67% have used slide projectors
- nearly 60% have used a course website
- 62% have used electronic presentations
- 57% have used a mailing list

This might reflect a permanent state of affairs in which faculty use the most appropriate technology for their needs, whether that be analog or digital, or it might represent a transitional state, in which users are in the process of moving from older to newer technologies.

These numbers mirror faculty members' aspirations: faculty most want to use course websites (84%) and PowerPoint presentations (80%).

▼ What website components would faculty like to use?

Faculty members' vision appears focused on *content presentation* first and foremost. The most popular website elements are:

- ✔ course content (69%)
- ✔ links to outside resources (82%)
- ✔ PowerPoint on the web (64%)

Interactive components ranked rather lower:

- ✔ on-line quizzes (53%)
- ✔ on-line communication tools (56%)

▼ How do faculty like to learn about technology? What services are most helpful?

✔ When it comes to learning about technology, many faculty are autodidacts: 71% teach themselves frequently or very frequently. Furthermore, they *enjoy* self-teaching; 60% like or strongly like this method of learning.

✔ Computer training courses are also popular (71% like or strongly like them), but one-on-one training is *extremely* popular (86% like or strongly like it).

✔ At the bottom, faculty dislike on-line computer training (81% are either neutral or actively dislike it, while only 9% find it useful), as well as reading books and manuals (55% dislike or strongly dislike learning in this way).

▼ What are faculty members' main concerns about educational technology? Barriers?

✔ It comes as no surprise to learn that, for most faculty, *time* is the most salient barrier to their use of educational technology: 82% have some or great concern about the time it will take to learn how to use educational technologies.

✔ In-class technology issues also rank high on the list of concerns:
  • 60% are concerned about access to properly equipped classrooms
  • 44% worry about projection problems
  • 70% believe that better support is needed to address in-class technology glitches

✔ Faculty are more sanguine about security and privacy (about 80% say they have little or no concern). In addition, 89% of faculty say they aren't worried about technology's usefulness in teaching, although our focus group participants emphasized the need for careful attention to pedagogy when introducing technology into a learning environment (see below).

▼ What teaching strategies do faculty use?

✔ CHE faculty use peer learning techniques frequently, including group assignments and projects (80%) and student-to-student discussions (69%).

✔ Case studies are also a popular teaching method, with 62% using this technique.

✔ Few (20%) use interactive tutorials and self-tests; an increase in the use of on-line course-delivery environments like WebCT might increase their popularity.

Preliminary findings: focus groups

Some of the more interesting points which emerged from our faculty focus groups include:

☐ **Advice to colleagues:** start small, with a definite project in mind; feel free to experiment; use teaching techniques that exploit the technology; get advice from experienced colleagues.

☐ Faculty **desire project-centered classes** in which they do actual development work during the class; one-on-one consultations are obviously the best, but the cost of this was recognized.

☐ Many desire to **learn from colleagues** who have hands-on experience with TEL, via a group that meets occasionally to share ideas or an email list.

☐ Faculty desire more explicit **in-room instructions** about using classroom technology (projectors and such).

☐ A great emphasis on considering the **pedagogical value of educational technology** before rushing headlong into its adoption; need to recognize that sometimes the high-tech way isn't the best way; concerns about the wisdom of technology initiatives that stem from University administration; desire for more advice and training about pedagogically wise uses of educational technology.

☐ Some **innovative TEL techniques**: lots of successful use of on-line communication tools; CD-delivered animations of engineering techniques; hybrid models of delivery, in which face-to-face time is cut down somewhat and replaced with on-line time.

☐ Lack of **time** and **development help** cited as most important barriers to learning about and using TEL.

We will present these preliminary findings to 80 representatives from the Committee for Institutional Cooperation (CIC), June 27-29, at the On-Line Learning Institute. Final results of this study will be reported to CHE faculty and staff this fall and at the Educause conference in October, 2000.

■ J. D. Walker, Digital Media Center

June 2000 Modem Pool Upgrade

The change ensures more reliable operation of the 2,015 modems in the modem pool.

Growing pains

On June 6, 2000 the University's modem pool was upgraded to a new software release which was required by the modem pool vendor. This change caused problems for some modem pool users; but by the time people read this article, most will know whether their dial-in setup works as-is or needs to be changed. (For those who use the modem pool infrequently and discover their connections don't work, step-by-step instructions are available on the web, on the phone and on paper – details below.)

The change is good since it will ensure more reliable operation of the modem pool for all who use it. Fortunately, the change does not include a new telephone number. The only number we will support, long-term, to access the University's general modem pool is 612-627-4250, the number we've been advising you to use for the last couple of years. (That number is the University's and is currently provided by US West.)

Now that the system is fully in place, we are able to test it with other projects, such as the Internet and Welcome Kits and our on-line instructions so we'll have newer setups that will let more modem users connect reliably to the modem pool.

Talk to a Person

If you have trouble connecting to 612-627-4250 or changing to it, you can also contact the OIT Technology HelpLine at 612-301-4357 (or 612-626-4276) and select the "modem" option.

On weekdays the "modem connection" HelpLine is answered from 8 am to closing. Friday closing is 5 pm but Monday to Thursday closing is 11 pm. On Saturday the phone is answered form noon to 5 pm; on Sunday from 5 pm to 11 pm.

Background

Two years ago we attempted to implement low priced 56kbps (v90) speed modem access from another local telecommunications vendor. Although this relationship did not work out, we were able to run tests on the new platform, preparing for future upgrades.

In May 2000 we successfully upgraded hundreds of ports of the modem pool and everything seemed to be running fine. On June 5, 2000 the entire modem pool was upgraded to Cisco's supported software release 12.0.7T; replacing the beta version we have been running on since May, 1999 and replacing code that had been modified for the University's specific use.

Cisco's general released code has many fixes that address the stability of the modem pool; but it temporarily created problems because it did not work with the scripts run by some dial-in users – even though those scripts had been working fine until the upgrade was installed – illustrating how difficult it is to test every script for every platform that exists.

We currently have 2,015 modems in the general pool and do not expect issues with busy signals. There are no plans to increase the number of modem lines at this time or add any other capabilities.

We can't say it too often. The only number you should use to dial into the University modem pool – if you're using your University Internet Account – is 612-627-4250.

Infrequent dialer?
Need help changing the settings?

What are typical symptoms that your old modem setup is not working?

- It takes many, many attempts to get connected, if at all.
- You get an error that looks like a DNS complaint.
- Your software complains about scripts.

To help solve your modem connection problems, we have put together instructions for these operating systems: Windows 95, 98, NT, 2000 and 3.1 as well as Macintoshes with Open Transport and with MacSlip.

Printed copies of the instructions are available at any of these walk-in computer helplines: 152 Shepherd Labs, 50 Coffey Hall and 50 Hubert Humphrey Center. Instructions are also on the web at: http://www.umn.edu/adcs/network/modems.html

To request an electronic copy of any of these instructions, send email to help@tc.umn.edu and tell us what operating system you use. If the current instructions do not help you get connected, you can talk to a person; telephone hours and times are in the *Talk to a Person* section.

We again apologize for any inconvenience this upgrade may cause you.

July 11th change

Beginning July 11, 2000, 612-627-4250 will be the only number for dial-in access to the main University modem pool. All other numbers will be disabled. So if you use a modem to access the Internet using your University Internet ID and you do not use 612-627-4250, watch out! The change could "get" you.

If you don't know what number you use or how to change it, we can help. You can view the Windows and Macintosh instructions at: http://www.umn.edu/adcs/network/modems.html

Related articles:
- U Modem Pool now at 56kbps (and a new dial-in number): June 1998
- 50 Hours of Free Use: September 1998
- Modem Pool Access Update: September 1998
- Modem Pool Calling Tips: October 1998
- Modem Pool Update (testing new hardware, upcoming switchover and more): June 1999 (including reporting on our wait for a new software update from Cisco)
- About Dialing into the Modem Pool: June 1999 (more info on how U community can help test a new setup)

◼ Tips from the Technology Helplines, MMK

UCS Summer Promotion
An Apple-a-Day at Rock Bottom Prices

University Computer Services

University Computer Services (UCS) announces the "Apple-a-day..." summer promotion. This event will feature various Apple computer models every month, available at rock bottom prices.

The computer packages are available at the UCS computer showroom at 2331 University Avenue, just north of the Peking Garden and next to the Minnesota Daily. Free parking is available next to the building.

For details call 612- 624-4800 or visit the UCS website: http://www.umn.edu/ucs

◼ Renee Wright, Academic and Distributed Computing Services

Enterprise Update

● *Paychecks* — June's payroll and benefits implementation successful

Years of work culminated with the final implementation of the PeopleSoft payroll and benefits system on June 23-25, 2000.

- On June 26th, human resources representatives in colleges and administrative units began to enter vacation, sick leave and comp time into the new system.

- On July 12, University staff will receive their first paycheck or paystatement from the new system. Enclosed with the check and/or paystatement will be a flyer explaining the "new look" in detail, as well as a "hot line" that faculty and staff can call with questions or for more information.

The Human Resources Management System staff have one more implementation in September.

● *New Director* — Branjord named director of Enterprise Web Development

Kari Branjord, who has been acting director since January, has accepted the permanent position of Director of Enterprise Web Development in the Office of Information Technology (OIT). In his memo to OIT staff, CIO Steve Cawley said that "In that time Kari has clearly demonstrated that she is the best person for this job."

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● *Reappointment* — Sinsabaugh's appointment extended

Nancy Sinsabaugh, interim director of the Office of Scholarships and Financial Aid (OSFA) and the Office of the Bursar will continue her duties until June, 2001.

In a memo to OSFA and Bursar staff, Vice Provost of Undergraduate Education Craig Swan said extending Sinsabaugh's appointment would "help resolve remaining PeopleSoft issues, complete the integration of the OSFA and Bursar functions, fully implement the OneStop concept, and move the office forward toward a paperless financial aid process." Swan said a search for a permanent director will begin after the start of spring semester.

● *Moves* — Student 2000 Project staff moves out of "the bunker"

The third and fourth floors of the 2221 University Avenue S.E. that housed the Student 2000 Project for the last four years empties out this month as project staff return to their home departments. Enterprise Web Development staff moved to the West Bank Office Building in May.

The Project may be over, but the work isn't quite all done. Four more implementations, primarily patches and fixes, are scheduled into the fall, chiefly in the financial aid and student financials areas.

■ Jude Poseley, Office of Information Technology

Biographical Information:
Getting the Lowdown On-line

Nancy K. Herther, University Libraries, http://www.lib.umn.edu

Need more information on some famous – or not so famous – person? Whether the person is alive or centuries old, infamous or critically acclaimed, the Libraries has a variety of resources to help you find more information. This article will cover many resources of note and highlight the on-line database, *Biography and Genealogy Master Index.*

Finding information on people

Many of our indexes – listed under "Article Indexes" on the Libraries web page – include biographical information, if included in the articles, books or reports indexed in those databases. For example, I was able to find many key articles on Abraham Maslow in *Psychological Abstracts* and Winston Churchill in *Historical Abstracts.* Checking in MNCAT, our on-line catalog of holdings, is another way to check for information, especially on the famous people of the past or present.

Expanded Academic Index, Lexis-Nexis *Academic Universe* and other general news-oriented indexes are also good sources of biographical information on famous people, current or historic. Using our "Reference Sources" option in LUMINA, our web gateway, you have five options under "Biographies" which give you indexing for and, often, full-text of biographies of important people.

Remember, however, that access to our databases is only available for current students, staff and faculty of the University of Minnesota, Twin Cities campus. Anyone may use our databases from one of our library buildings, but otherwise access is not permitted by contractual agreement with the database vendors.

"Not many people know this....but I happen to be famous." – Sam Malone, Cheers (TV show)

"In the future, everyone will be famous for fifteen minutes." – Andy Warhol, artist

BGMI: Biography and Genealogy Master Index

Within the past year, the Libraries acquired the on-line version of a key index for biographical information; *Biography and Genealogy Master Index* (BGMI) is a comprehensive index to over 12.7 million biographical sketches published in over 3,400 volumes and editions of current and past reference books.

Published by the Gale Group, a company with a solid history of publishing reference works for researchers and libraries, BGMI indexes only reference works containing multiple biographies, adding about 300,000 with every upload of data. Resources indexed include:

☐ Biographical dictionaries and 'who's whos'
☐ Subject encyclopedia that include biographical entries
☐ Volumes of literary criticism which give critical surveys of a writer's works
☐ Indexes which refer the user to information on people found in other volumes

Getting into the database

BGMI allows you to search in three different modes.

☐ Search by name or any word in a name: the basic search method
☐ Extended search mode: searching in many fields at the same time
☐ Expert search mode: allowing for sophisticated searching using BRS/Search

"I'm never going to be famous. My name will never be writ large on the roster of Those Who Do Things. I don't do any thing, not one single thing. I used to bite my nails, but I don't even do that any more." – Dorothy Parker

Most users will be well-served using the search by name function. Searching for information on our Governor, **jesse ventura**, I got the results shown in Example 1.

Example 1

Ref	Cites	Name
1	2	Ventura, Jesse
2	1	Ventura, Jesse (1951-)
3	2	Ventura, Jesse (1952?-)

The discrepancy in findings is very irritating but reflects the problems in getting biographical information on individuals. In this case, I was able to get citations to biographical profiles in *The New York Times Biographical Series, A Compilation of Current Biographical Information of General Interest* published in 1998, *Who's Who in Hollywood* from *1992, Newsmakers: The people behind today's headlines* from 1999, *Biographical Dictionary of Professional Wrestling* from 1997 and *Biography Index* 1984. An interesting collection of profile resources!

CLA Dean Steven Rosenstone is represented in at least three separate entries, which provides an example of the inherent difficulties in doing this type of research (Example 2).

Example 2

Ref	Cites	Name
1	1	Rosenstone, Steven J (1952-)
2	1	Rosenstone, Steven Jay (1952-)
3	1	Rosenstone, Steven Kay (1952-)

Some of these resources apparently had difficulty with his name or suffered from poor copy editing. At least we seem to have consistency in his first and last name. That isn't always the case, as you can see from Example 3.

Example 3

Ref	Cites	Name
1	3	Gates, Bill
2	8	Gates, Bill (1955-)
3	1	Gates, Bill, III (1955-)
4	3	Gates, William H., III (1955-)
5	1	Gates, William Henry, III
6	24	Gates, William Henry, III (1955-)
7	1	Gates, William Henry (Bill) (1955-)

Yes, to do a comprehensive search, you would have to look up all possible forms of someone's name. And, if your person is known by various names or nicknames, it will take a bit of time to compile your bibliography. Dick Nixon, Bill Clinton, O Henry, Bing Crosby, Babe Ruth, Leadbelly, etc., are all examples of names that will require a bit more work to research.

At this point, you would need to check with MNCAT to see which of these sources are kept here in the Libraries in order to access the actual biographies themselves. BGMI is not a full-text database.

This is an important resource and a major time-saver for genealogists and historians, and it can be useful to anyone who wants to learn more about any person. For example, the University itself is well-represented in the index with at least 19 entries for Patricia Hampl, 20 for Mark Yudof and 18 for Ashley Haase.

Even More Sources of *Biographical Information in the Libraries*

☐ *Biography Sources: A Brief Guide* — available at: http://wilson.lib.umn.edu/reference/biobrief.html
  • a four-page annotated guide to printed reference sources in Wilson Library
☐ *Subject Resources: Genealogy* — available at: http://www.lib.umn.edu/research/subjectqs.phtml?id=402
  • a three-page guide to print and web-based sources of information on genealogy

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Appropriate Use of Computer Workstations and Electronic Resources
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URL: http://www.lib.umn.edu/
Updated: 6/14/00

The database is clear in its presentation and includes useful Help menus and sample searches to guide you as you use the database. Give it a try!

Other Important Biographical Resources

Check out some of the other great biographical resources listed on the "Reference Sources" section of our web page. The Britannica Biographies are taken from the encyclopedia and are quite comprehensive for those famous enough to be listed there.

Biography.com is a link to the biographies prepared by the A&E cable channel to accompany their series of televised biographies. Notable Citizens of Planet Earth contains biographical information on over 18,000 people from ancient times to today. See the "Even More Sources of Biographical Information in the Libraries" section for additonal useful websites.

- A&E Biograpy series link:
  http://www.biography.com
- Notable Citizens of Planet Earth:
  http://www.s9.com/biography

For more information or help in doing your people research, remember to call or stop in to visit with some of our friendly reference people here in the University Libraries!

■ Communications about this column should be addressed to: Nancy K. Herther, Social Sciences Bibliographer & Librarian, 170b Wilson Library, West Bank; n-hert@umn.edu; 624-2020.

Some Neat Web Sites for Biographical Information

You may find that some of these sites are also worth a bookmark

☐ **Biographies Reference from IPL**:
http://ipl.org/ref/RR/static/ref1000.html
➤ A good source of links to biographical information ranging from African Americans to famous adoptees to "Find a grave" (for finding the final resting place of the famous or of folks from down the street).

☐ **Biography/Who's Who**:
http://refdesk.com/factbiog.html
➤ A subset of the refdesk.com website – "the best single source of facts on the net" – this excellent set of links will get you to biographies of current world leaders, list of all the popes, distinguished women of past and present; and it even has a site with biographical entries of famous women in history written by K-12 students.

☐ **Lives, the Biography Resource**:
http://www.amillionlives.com
➤ This extensive directory provides links to various websites with special pages that feature special groups or categories of research from the Civil War to the Holocaust to inventors to showbiz figures.

☐ **World Biographical Index**:
http://www.biblio.tu-bs.de/acwww25u/wbi_en
➤ Over 2.4 million short biographical entries for famous historic or contemporary figures is given in this extensive, comprehensive index. Developed by the German publishing giant K.G. Saur, the database is worldwide in scope and many of the source materials may be found here in the University Libraries.

"People seldom become famous for what they say until after they are famous for what they've done." – Cullen Hightower

LUMINA is the online computer system of the University of Minnesota Twin Cities, and includes MNCAT, the catalog of most of the books and periodicals in the Libraries' collections. Access to MNCAT is available free of charge with no password. Due to contracts with commercial vendors, many of the other databases available through LUMINA may be accessed only by University of Minnesota faculty, staff and students; this restricted access also requires a campus email username (ID) and password.

A Top Ten Department

It's official. We got our plaque at the June 2000 Staff Recognition Day; Academic and Distributed Computing Services (ADCS) is one of the top ten departments at the University to work for.

Jamil Jabr saw the notice in the December 1999 *Kiosk* soliciting nominations and filled out the form. Overall he says he "pretty much described how Yen makes this a great place to work."

Shih-Pau Yen is a remarkable leader. Our regular readers may recall that in our June issue we announced that Yen is also a recipient of this year's President's Award for Outstanding Services.

What makes a great department?

Here's the main criteria for creating a great department; the full text is published on the *Kiosk's* website: http://www.umn.edu/urelate/kiosk/12.99text/civilservice.html

- Inspires leadership
- Promotes sense of purpose and meaning in work
- Supports team building efforts
- Supports professional development
- Supports alternative work arrangements
- Supports diversity in recruitment and staffing
- Provides safe and respectful work environment
- Provides outstanding facilities
- Creates positive work atmosphere/celebrates milestone events
- Values employee contributions/provides constructive feedback
- Supports succession planning/internal promotional opportunities

■ Mary Kelleher, Academic and Distributed Computing Services

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For alternate subsciption information, see: http://www.umn.edu/oit/newsletter/subscription.html

▼ Help   Phone: Area Code = 612

Computer Misuse or Abuse (also see Procedure 2.8.1.1)
- Emergency Network Help Line 625-0006
- Non-emergency, e.g., spamming: abuse@tc.umn.edu

1 Help •7/24/365, unless otherwise noted 301-4357
- CCO: central systems, Enterprise PeopleSoft . 301-4357
  - web: http://www.umn.edu/cco
  - by email: x-help@cafe.tc.umn.edu
- Internet, E-mail and

Microcomputers and Distributed Systems 301-4357
- call-in Monday–Thursday • 8 am–11 pm
- call-in Friday • 8 am–5 pm
- call-in Saturday • noon–5 pm
- call-in Sunday • 5–11 pm
- 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?.. 301-4357
- NTS-TAC: Technical Assistance Center............ 301-4357
  - web: http://www.nts.umn.edu

▼ Dial-in Computer Access

Internet/PPP/SLIP: up to 53kps if v.90 612-627-4250
  (56k K-flex, Flex56, X.2 protocols are unsupported)
ADI & ITE with MKO (Internet/SLIP) 623-0291
SecurID Access HiSpeed (v.32) 19200-N81 626-1061

▼ Web and Internet Addresses   Quick Guide

Information Technology Newsletter
http://www.umn.edu/oit/newsletter

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
LUMINA (Library) – http://www.lib.umn.edu
  via TN3270: admin.ais.umn.edu
OIT – http://www.umn.edu/oit
Onestop Student Services – http://onestop.umn.edu
UM Bookstores – http://www.bookstore.umn.edu
UM News Server – news.tc.umn.edu

▼ General   Phone: Area Code = 612

Threats, UM Police Department .... 911 on campus
  • off campus.. 624-3550
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
U Computer Services/Computer Repair Serv 624-4800
Digital Media Center 625-5055
Statistical Software Support:
  including SAS and SPSS 624-3330

Associate Vice President and
Chief Information Officer, Steve Cawley 612-625-8855