UNIVERSITY OF MINNESOTA

Office of Information Technology

What's Inside OIT

● more new short courses ●
3 UMCal courses – orientation, basics, and managing calendars for others; basics for these Adobe CS programs – Photoshop, Illustrator, InDesign; Oraclegl – introduction to SQL and SQL tuning; 2 Word 2002/2003 courses – formatting papers efficiently and mastering mail merge; Excel 2002/2003, spreadsheet basics; PowerPoint 2002/2003, up and running; Breeze Presenter, publishing presentations on the web; Designing Learning Objects, producing media-rich learning activities

UMN

Information Technology

Announcing UMCal

The University of Minnesota's New Calendaring System

After several months of testing, the University's new campus-wide calendaring system, UMCal, went into production on June 1st, 2004. UMCal is now available to all university of Minnesota faculty and staff. This year's incoming freshmen, the class of 2008, will be the first group of students to have UMCal integrated into their class portal.

Selecting a system

With various calendaring systems scattered across the Twin Cities and other campuses, a common calendaring application for the entire University was needed; and, in July of 2003, OIT formed a calendar steering committee. This committee began researching various calendaring applications, testing these systems, and discussing the available options. The three key goals the committee set forth were to:

select a system that was affordable, could be integrated with our current infrastructure, and that provided fully featured multi-client/platform support.

Of the calendaring systems evaluated, Oracle's Corporate Time Calendar stood out in each of these three areas and was subsequently selected to be the University's first campus-wide calendaring system.

UMCal features

UMCal allows departments and individuals to schedule meetings, common rooms, and other resources within departmental areas and across units.

umCal

Example: meetings

A person arranging a meeting will be able to use the system to look at people and resources, to check for availability, and to issue requests to others for meeting times. When the owner of the resource accepts the meeting, it will then propagate the appointments onto their calendar.

You have control of your calendar

Individuals and resource owners have full control of their calendar. They control who can see and/or update their schedule, define busy periods on their calendar, and define non-meeting time.

Scheduling across departments

While much of this was possible with Meeting Maker and GroupWise, scheduling across departments was often difficult. UMCal provides a common system for everyone, allowing scheduling across departments and units, and it provides for communication and collaboration across campuses.

UMCal provides a common system for everyone, allowing scheduling across departments and units across all campuses.

Platforms and clients

Access to UMCal comes in a number of flavors. For users who find themselves on the go, moving from computer to computer, the UMCal web client <umcal.umn.edu> allows access at anytime, from any location. The web interface is functional, using most web browsers, such as Internet Explorer, Netscape, Mozilla, Firefox, and Safari.

In addition to the common web client, native clients are also available for Windows, Macintosh, and Linux systems. The native clients are very similar across operating systems (OS), maintaining the same overall look and feel for each OS, allowing a user to comfortably move from one system to another. This common interface also reduces the support requirement and simplifies training.

For Microsoft Outlook users, the Oracle Connector is available. The Connector simply snaps-in to Microsoft Outlook and allows users to access their e-mail and calendar side-by-side, integrating two clients into one, creating a single, powerful client for calendaring and e-mail needs.

Handhelds

For users of Palm OS and Pocket PC-based devices, UMCal offers tools to synchronize your calendar with your handheld. The Palm synchronization tool uses the Palm Desktop software on a Macintosh or Windows machine to communicate with the calendar server. Once the tool has been configured, your calendar is updated with every HotSync you perform. For Pocket PC users, the sync tool behaves in much the same way; it integrates itself with Microsoft's ActiveSync software and, once configured, will synchronize your handheld with your calendar.

Migrating to UMCal

The Twin Cities campus has many calendar users, using a variety of none central calendaring systems. The two most common calendaring systems are Meeting Maker and GroupWise. The Office of Information Technology has developed migration tools from these systems to assure a simple and smooth transition to the new UMCal system.

http://www.umn.edu/UMCal

Conversion instructions are available on the UMCal website for Meeting Maker and GroupWise users. Outlook users will also find information on how to move existing calendars into UMCal.

Requesting a UMCal account

Faculty, staff, and student employees can request a UMCal account, using the Individual Request Form on the UMCal site. Departments can request activation for all employees using the Departmental Request Form on this site, too: http://www.umn.edu/umcal .

Register for training

The University Technology Training Center (UTTC) currently provides three offerings for potential and active UMCal users:

■ an hour-long UMCal orientation for new users and departments interested in the system, which covers the basic calendaring and collaborative aspects of UMCal

■ basic and advanced hands-on courses — the basics course is designed to provide hands-on experience to new users and is 2-hours in length — the advanced hands-on course is also 2-hours long and is intended for users who manage other calendars or resources.

All UMCal orientation hands-on courses are offered free of charge, although registration is required.

Please see the training website for more information: http://www.umn.edu/uttc .

> " **Whoever invented the meeting must have had Hollywood in mind. I think they should consider giving Oscars for meetings: Best Meeting of the Year, Best Supporting Meeting, Best Meeting Based on Material from Another Meeting.**"
>
> **William Goldman (b. 1931), U.S. screenwriter, novelist. Adventures in the Screen Trade, ch. 2 (1983).**
>
> **Courtesy of Bartleby.com, a link from the University Libraries' References web pages: www.lib.umn.edu**

Support and development

UMCal is a centrally supported system. Academic & Distributed Computing Service's 1-HELP provides phone and e-mail support to users.

Technical problems should be addressed through 1-HELP (612-301-4357) or umcal@umn.edu.

The UMCal website provides support information, FAQs, installation and user guides, information on resources, and other documentation. The website also provides software downloads as well as UMCal-related announcements.

You can even submit comments through the feedback form on the UMCal website.

■ Welcome to the future of campus calendaring! Simin Hickman, Peter Wiringa, Jeremy Casper, Trenton Raygor, http://www.umn.edu/UMCal
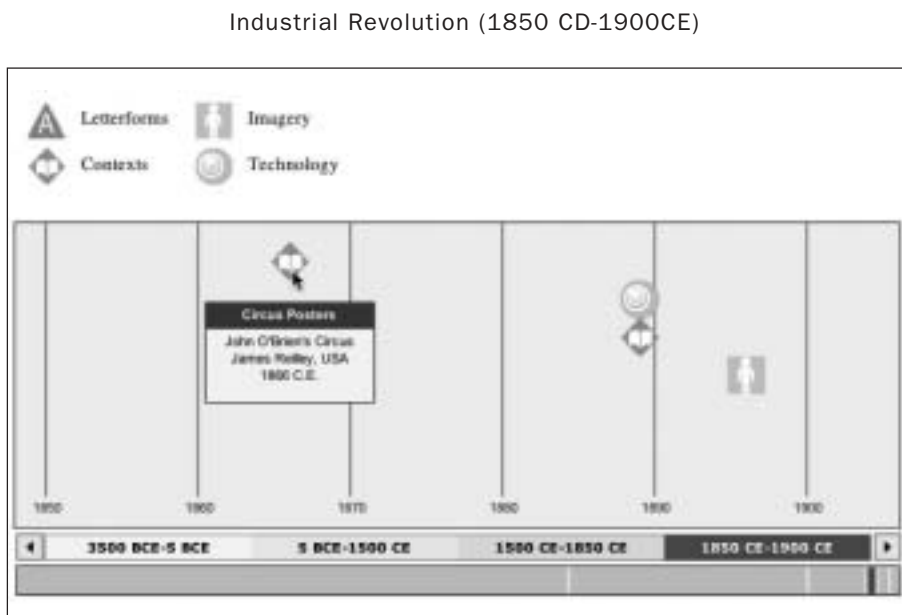
Timeline Object TEL Activities

Each month, Digital Media Center (DMC) consultants publish a "Spotlight Issues" article on our web site about a current technology-enhanced learning (TEL) issue highlighted at sessions of the TEL Seminar Series, in our classes, or at our program or project meetings. This month's article is below.

Barbara Martinson, an associate professor in the Department of Design, Housing, and Apparel at the University of Minnesota, teaches a History of Visual Communication course. She wants her students to see the connections between art objects and events across time periods and to be able to compare and contrast them because many students find related test questions to be challenging. Martinson wanted to develop a group assignment that would help them. Last year, she took our Designing Learning Objects: Producing Media-Rich Learning Activities short course and proposed to develop a Design History Timeline learning object and related class assignments. Our consultants worked with her over fall and spring to create the object.

Figure 1: a screenshot taken while using the Design History Timeline learning object

Industrial Revolution (1850 CD-1900CE)

Campus project

Learning objects are small, reusable chunks of instructional materials that can be included on course web sites or with other digital instructional materials, such as blocks of text, photographs, illustrations, animations, audio/video clips, multiple choice quizzes, games, and other kinds of interactive tools. Martinson proposed to create an online representation of a timeline that would be organized by time on the horizontal axis and topics on the vertical axis. Users would be able to navigate to different historical periods and select thematic icons placed at different dates. The icons would link to pages that included three related images and text comparing and contrasting them.

During the fall 2003 term, Martinson designed the timeline/analysis layout and related student assignments, and our consultant Kurtis Scaletta used Macromedia Flash MX 2004® and extensible markup language (XML) to develop the tool. Students in the fall 2003 session of Martinson's course developed the initial analyses using word-processing and Adobe® Photoshop® software. Martinson plans to have students in the fall 2004 and subsequent sessions of her course develop additional analyses, use the timeline as a reference tool, and assess their own and other groups' analyses based on collaboratively determined criteria. The tool is customized and available on our site at: http://dmc.umn.edu/objects/timeline/ .

In the spring of 2004, Martinson was awarded an "E-Teaching" award by the College of Human Ecology for "contributions to the use of technology in education that are creative, innovative, and effective." Scaletta says that her timeline assignments in particular

are pedagogically effective "examples of constructivist theory in practice" because the students create original presentations and make thematic connections among images from different historical eras. In addition, the timeline object serves as a motivational tool because it enables students to publish their work in a meaningful, real-world context. "Such connections to the outside world are highly motivating and represent a good use of authentic assessment," Scaletta says.

Bibliography

For more information about the educational uses of historical visualizations and other visual aids, see the following.

● Lakoff, G., and M. Johnson. *Metaphors We Live By.* London and Chicago: The University of Chicago Press, 1980. ⟶ This is a good introduction to how we use metaphors to think about and represent ideas. See Singh and Minsky's article for a description of specific metaphors of time.

● Rivera, Francesca. "If 'Writing about Music is Like Dancing about Architecture,' Maybe it is Time to Draw: Using Visual Aids to Introduce Musical and Stylistic Analysis." University of California Berkeley Graduate Division. http://www.grad.berkeley.edu /gsi/tea/essays_02-03/ f_rivera.html. ⟶ Rivera describes an assignment for which students created their own timelines and then aggregated them in class.

● San Francisco Museum of Modern Art. "Making Sense of Modern Art." San Francisco Museum of Modern Art, 2001– 03. http://www.sfmoma.org /MSoMA/index.html. ⟶ This online guide to the museum's holdings enables users to compare works from different times using a multimedia timeline. After the introduction, select "Comparisons Across Time," then place your cursor over an image. When a full view of the image appears in a white box, double-click the box. A new screen will load with the image in the middle and others around it. Drag another image you want to compare to the original image over it. A new screen with the images and descriptive text will load.

● Second Story Interactive Studios. "The Endurance." Eastman Kodak, 1999. http://www.kodak.com/US /en/corp/features/endurance/home/index.shtml. ⟶ This web site about the sinking of the ship the *Endurance* includes a multimedia timeline superimposed on a map of the expedition route. Select "The Expedition" in the lower right corner, then select one of the orange dots on the map in the left half of the screen. The date and location will appear in the top left and descriptive text in the right half of the screen. A simple text timeline also is available in the "Reference" section linked from the bottom right corner.

● _____. "Remembering Pearl Harbor Attack Map." Nationalgeographic.com, 2001. http://plasma .nationalgeographic.com/pearlharbor/ax/base.swf. ⟶ This is an example of a multimedia, multidimensional timeline created to help users understand the Japanese attack on Pearl Harbor.

Figure 2: Screenshot of a student analyses page

Technique and Style: A Comparison of Circus Posters

Poster for John O'Brien's Circus, James Reilley, 1866, U.S.

Cyrk, circus poster, Roman Cieslewicz, 1962, Poland.

Cirque du Soleil poster, anonymous, 1998, Canada.

Examining circus posters is an interesting way of looking at how the style and production of posters have changed since the mid-1800s. The first image, a poster for the John O'Brien's Circus from the U.S. from 1866 was printed with several wood engravings of detailed and realistic-looking animals, wagons and people pieced together to form the long line of the circus parade, giving a viewer a preview of all the acts. Within the curves of the parade line are blocks of text (with many different typefaces) describing these acts, and the line leads the viewer's eye

● Singh, Push, and Marvin Minsky. "An Architecture for Cognitive Diversity." Forthcoming in *Visions of Mind*, edited by Darryl Davis (2004). Also available online: http://web.media.mit.edu/~push /CognitiveDiversity.html. —→ In this article, Push and Minsky discuss a cognitive architecture for an artificial intelligence system. Of particular interest is their description of two metaphors we use to think about and represent time: as events "treated as atomic points on a timeline" or as events "treated as occurring over intervals on a timeline." For a more general introduction to cognitive metaphors, see Lakoff and Johnson's book.

● Staley, David. "Historical Visualizations." *Journal of the Association for History and Computing* III, no. 3 (November 2000). http://mcel.pacificu.edu/JAHC /JAHCIII3/P-REVIEWS/StaleyIII3.HTML. —→ In this general introduction to the use of visualizations in historical studies, Staley discusses how complicated multidimensional representations enable students to see thematic connections among discontinuous histori-cal events.

Campus resources

The following may help you use and/or develop similar teaching and learning activities:

■ Find out more about Martinson's project on our web site at: http://dmc.umn.edu/projects /martinson/ .

■ See Martinson's Design History Timeline and learn how to customize it for your own use on our site at: http://dmc.umn.edu/objects/timeline/ .

■ You can obtain software that can be used to create learning objects through the Faculty Toolkit. See: http://dmc.umn.edu/toolkit/ .

■ Meet with one of our consultants to get help planning and designing similar learning activities. See: http://dmc.umn.edu/consultations/ .

■ Learn how to teach with technology and create learning objects such as Martinson's timeline in our Designing Learning Objects: Producing Media-Rich Learning Activities and Creating Learning Objects: Flash MX Basics short courses. See: http://training.micro.umn.edu/ ShortCourses/ClassList2.cfm?Sort=Category#16 .

■ Get more learning object resource information on our Spotlight Issues Learning Object Technologies page at: http://dmc.umn.edu/spotlight/objects/

� Christina Goodland and Chris Scruton, Digital Media Center

Need Software?

Look no further. ADCS has something for everyone!

To save the University money, Academic and Distributed Computing Services/OIT has bought into many software programs and licenses, and we are passing the savings onto you. Before you go outside the University for your software products or licenses, please check with us to see if the University already holds a license or can get one.

Faculty Toolkit

If you are a Faculty member and you need Acrobat, Authorware, Director, Dreamweaver, Flash or Photoshop to assist you in your course development

and instruction, point your web browser to the Digital Media Center (DMC) Faculty Toolkit website to see if you qualify to receive this software at no charge to you or to your department: http://dmc.umn.edu/toolkit/

Don't qualify? That's OK! You can still take advantage of this great program and purchase this software at a deep discount.

Microsoft System-wide Agreement

If you've heard that you can get Microsoft software for your UofM owned computer for free, but you don't

know where to get it — well, here it is. Download Windows Upgrades, Office for Windows, Office for Mac, Virtual PC for Mac, FrontPage, Visual Studio.NET Pro, and Publisher from this website: https://download.software.umn.edu/download .

To read more about this fantastic program check out: https://www.umn.edu/adcs/campusagreement /index.html?arg=30 .

Add-on to the Microsoft Agreement

A handful of departments opted to buy into the Microsoft System-wide Agreement for the convenience of being able to load Project Pro and Visio Pro on all of their departmentally owned computers. If you want to find out if your department is taking part in this, just send e-mail, with your department name, to software@umn.edu .

Microsoft Academic Department Select Program

To apply for Microsoft licenses not available through the Microsoft System-wide Agreement go here: http://deptsoftware.umn.edu/ .

Through this program you will find licenses for such products as Exchange Server, Project, SMS, SQL, Visio, Windows Server, and more. Don't see the Microsoft product that you want. Ask us if we can obtain it for you!

Software downloads for University owned computers

To download images for the following software: Mac OS X, StarOffice, RedHat Linux, and Fedora Core, use your UofM InternetID and password to log in here: https://download.software.umn.edu/download

- Download virus protection software here: http://www.umn.edu/adcs/help/virus/ .
- For other downloads, check out this page: http://www.umn.edu/adcs/help/sw-updates/ .

Departmental requests for non-Microsoft products

If the above options don't suit your needs, review the other Software Licenses available through ADCS here: http://www.umn.edu/adcs/site/list.html .

We offer licensing for such products as ArcInfo, ArcView, DBMS Copy, Ghost, JMP, Mathematica, Matlab, Oracle, SAS, SPSS, XWin32, WinZip plus, and more!

Microsoft Academic Student Select Program

Students can save by purchasing Microsoft products from University Computer Services (UCS) through this special Microsoft student program: http://www.umn.edu/ucs/Microsoft /AcadStudentSelect.php .

Students can purchase Office for Mac and Windows, as well as Windows operating system upgrades.

Techmart

If the software options mentioned so far don't suit your needs, then check out Techmart, the UofM's online store at: http://techmart.umn.edu .

Out of the seven software and hardware vendors on Techmart you are bound to find what you need, whether it's for your departmental computer or your personal home computer. Visit Techmart and take advantage of some great educational discounts!

University Computer Services (UCS)

If you need boxed software and you need it now, UCS is where you want to go: http://www.umn.edu /ucs/softwarelist.php .

Here you will find such products as PageMaker, Matlab, SPSS Grad-Pack and much more, all with the convenience of same day pick up.

Contact us

To review and read more about the software programs available through ADCS, please check-out our new and improved website at <http://umn.edu/adcs/ software>. If you still can't decide which program is the one for you, please send e-mail to the ADCS Software License Program at software@umn.edu .

▄▄ Deborah Bangs, Academic and Distributed Computing Services

Blast from the Past

Proquest Historical Newspapers: The New York Times
Van Houlson, Business Reference Service, University Libraries, http://www.lib.umn.edu

Proquest Historical Newspapers: The New York Times database (NYT) contains the full digital reproduction of the *New York Times* daily newspaper from 1851 to 2001, including the early version published as the *New York Daily Times* from 1851–1857.

NYT is a fantastic voyage

NYT is a powerful archive of United States culture and history, politics, international affairs, official transcripts, court decisions, and numerous other features on the arts, travel, and fashion. Searching this digital version of *The New York Times* is a fantastic voyage into the past and should open new possibilities for anyone needing historical background on events, people, places, organizations, or other topics. Published by Proquest Learning, the content matches the extensive collections of microfilm reels owned by the University Libraries for the *New York Times*. The only exceptions are some recent photographs and articles that were not included due to copyright issues.

Other text versions of the *New York Times* can be searched using: LexisNexis Academic <http://www.lib.umn.edu/cgi-bin/lex.cgi> or Proquest Newsstand <http://www.lib.umn.edu/cgi-bin/nytp.cgi>. These online databases are extremely popular because of their excellent search engines and the full text display that helps to quickly evaluate articles. However, these full text versions are limited to recent years (LexisNexis goes back to 1980) and lack the graphics, notices, advertising or other content that is found in the digital version of NYT from Proquest Historical.

What makes the NYT historical database so remarkable is the ability to search 25 million articles and view over 3 million imaged pages for each daily issue of the *New York Times* published since its inception through 2001.

Articles are displayed using the Adobe Acrobat reader, and these PDF documents can be viewed individually or shown in the context of an entire page. Every page of the *New York Times* is reproduced, including advertisements, classifieds, and illustrations. Each article gets compiled into a single document for viewing, even if the original was continued on other pages or had various accompanying charts and

graphics. The articles can be saved, printed, e-mailed individually, or collected into baskets for processing multiple articles together.

Page mapping

A feature that allows viewing the article in relation to others is the "Page Map" link found for each reference. This link displays the full page for a virtual browsing experience with "mouse over" capabilities for selecting titles.

Newspaper pages are dense and without zooming to increase the magnification, it is difficult to read all the headlines The "mouse over" solves this problem by displaying text labels for each headline and lets you click anywhere on the page to display the full article. For researchers interested in content analysis, the "Page Map" feature may be useful for studying the placement of articles within a given page.

Part of the "Page Map" feature includes a link for "Page image—PDF" to view the full page as a document that can be printed or saved. However, we don't recommend printing a full page of an imaged newspaper on regular sized paper! The size and font in older newspapers is small and requires magnification. Articles will automatically display in the Adobe reader at 150% of the original and allow for zooming in and out. This feature eliminates the frustration often found using microfilm readers, where even a lens with good magnification is not sufficient to read the very small type that is common in historical newspapers.

Accessing NTY

To get to the digital NYT,

- first, go to our web page: http://www.lib.umn.edu/

Figure 1:
Page Map feature
in NYT

- next, select New York Times access via Proquest Historical Newspaper from the Indexes page
- or use this direct link from the University Libraries: http://www.lib.umn.edu/cgi-bin/nytph.cgi

Using NYT

The search interface is similar to other Proquest online databases that can be accessed from the University Libraries but also has some unique search features. (Access online databases here: http://www.lib.umn.edu/listall.phtml .)

Users choose either the Basic or Advanced search screens to find articles by authors, titles, or words found anywhere in the text of an articles. The Advanced screen gives more options for searching among fields (author, title, abstracts) and for combining search terms in various ways (AND, OR, NOT). Both the Basic and Advanced search screens include options for limiting search which are unique to this database.

Given the immense size of the digital collection for the *New York Times*, limiting by date and other options can greatly improve search results. For example, select a time period using templates like "On this date" or "Before this date" or specifying a range of dates. Also,

"More Search Options" limits the search to various types of content featured in this newspaper.

Over 20 types of specialized content

Did you know there are over 20 types of specialized content in the *New York Times*? These include features like birth notices, classified ads, editorials, legal notices, obituaries, letters, marriages, stock quotes, and even lottery numbers. For example, limiting a search to "reviews" finds summaries for books, films, events, and performances. Limiting to "front page" is especially interesting to use in combination with a specific date for those landmark events in history, like your birthday!

Not so obvious are the many commands available for expert users. Full text searching of newspaper literature is particularly challenging, and Proquest is a leader in the industry for developing smart retrieval tools. Some of these tools for expert searching include quotations for phrase searching (**"genetically modified"**), wildcard symbols to search word stems (**econom*** to find economic, economics, economical) and special ways to control how many words apart search terms may be found (**communist W/5 threat**). The help screens and online guides from Proquest are easy to use and apply to all their online products.

A fabulous supplement

The Proquest Historical version of *The New York Times* should be a fabulous resource that will supplement information drawn from other library collections. Using historical government documents or other key historical resources to learn how the Panama Canal was built, you can, then, match this with coverage and events as covered in NYT. Searching famous people or organizations, like the Goodwill Industries, will quickly provide a list of the earliest articles. The listing of search results always defaults to the oldest articles first, but users can toggle the chronology to display the list of citations by most.

If you are not on campus, access this digital version of the *New York Times* using your University Internet ID (x.500) userid and password. The database is available to all current students, staff, and faculty on the Twin Cities campus of the University of Minnesota.

This database is an incredible resource for many kinds of analysis, from advertising to political science and

should be of interest to all users, from high schools students to doctoral candidates. Are you ready for time travel? Fasten your seat belt; this database is guaranteed to absorb your attention.

We expect this archive to expand as more recent years are added by Proquest Information and Learning, which is a leading company in distributing information worldwide to libraries and schools. The company develops databases comprising newspapers, dissertations, and other scholarly information from more than 8,500 publishers worldwide.

Proquest Newsstand and more

You can try out another news database available from University Libraries called *Proquest Newsstand* which has the full text versions of 150 newspapers, including the *Washington Post* and the *Wall Street Journal*: http://www.lib.umn.edu/cgi-bin/pn.cgi

Since Proquest owns University Microfilms, expect to see more historical collections of newspapers, documents, and other original source material move from microfilm into digital formats in the future.

SAS Without Programming

A new course

SAS Enterprise Guide software provides a point-and-click interface to SAS software, making many of its capabilities available through intuitive "wizards." (SAS is widely used for statistical analysis and for access, management, analysis, and presentation of data.)

In August, University Technology Training Center will offer a new course, titled "SAS Enterprise Guide – Introduction to Point-and-Click SAS!" This 16-hour hands-on course covers navigating the menu-driven interface of SAS Enterprise Guide; creating user-defined formats; managing, manipulating, and joining data; running simple exploratory statistical analysis tasks such as descriptive statistics, ANOVA, and regression. More information and registration here: http://umn.edu/uttc

SAS Enterprise Guide software is available with SAS for Windows. If you are interested in obtaining SAS for Windows, or are a current SAS for Windows licensee holder and would like to obtain SAS Enterprise Guide, please contact the ADCS Software Licensing office at software@umn.edu or by phone at 612.625.2310.

▬ Curt Squires, Sue Hakomaki

Microsoft Security Training

Class held on campus in May

On May 17, 2004, University classes were over for spring 2004; but for nearly 100 information technology professionals, class was in session because a two day seminar from Microsoft was being held at the Carlson School of Management. As part of their initiative to improve computer security, Microsoft has produced a number of programs aimed at improving security for their customers. When they called us about an on-site training opportunity, OIT Security and Assurance happily coordinated this class for the University community.

We wondered: would anyone be interested? We didn't want to schedule a class that no one wanted, so we initially set the class size at 40, with plans to try to recruit students should interest lag. This was not a problem! Once announced, the 40 slots were filled in about four hours. Encouraged, we pushed the class size up to 100; and when all 100 quickly filled up, we asked for a few extra sets of books, in case there were walk-ins (there were). Even with a few cancellations, we only had 3 sets of materials left over.

The course was taught by Michael Wanat from @stake, and covered topics from "Essentials of Security" and "Implementing Security Patch Management" to "Implementing Advanced Server and Client Security."

In a diverse environment like our University, it was interesting to see what matched our needs and what didn't (a common difference is that we aren't as uniform a setting as businesses often are). Overall, the class gave information and examples that could help many administrators who deal every day with Microsoft products.

When's the next seminar?

One of the most frequent questions heard after the class was: "are you going to be offering this again?" We don't know when Microsoft plans to offer similar classes. (Don't worry; we've told them we are interested!) If you weren't able to get in on the class, much of the class material is available online from Microsoft as part of their Events and Webcasts program.

- See the Microsoft Security Program Guide: http://www.microsoft.com/seminar /events/security.mspx
- Of special interest are the E-Learning Security Clinics (it's free, but requires a PassPort account) which offer content that closely mirrors the program offered in May: https://www.microsoftelearning.com/security/

▬ Joel Peter Anderson, OIT Security and Assurance

▼ Help

Computer Misuse or Abuse (also see Procedure 2.8.1.1)
- Emergency Network Help Line 612-625-0006
- Non-emergency, e.g., spamming .... abuse@umn.edu

1–HELP 612-301-4357

Dial 1-HELP. Listen to the voice menu list of options.
Press the number of your desired option.
- Technology Help.................. www.umn.edu/adcs/help

▼ Modem pool for active UM accounts

Internet/PPP: up to 53kps if v.90................ 612-627-4250

▼ Quick Guide

- Internet/Email account options .... www.umn.edu/validate
- Office of Information Technology ....www.umn.edu/oit
- One Stop Services .... onestop.umn.edu
- Techmart .... www.techmart.umn.edu
- Computer Accommodation Program .... cap.umn.edu
- University Computer Services .... www.umn.edu/ucs
- MNCAT/LUMINA (Library) ....www.lib.umn.edu
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Chief Information Officer, Steve Cawley 612-625-8855

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● The subscriber information we need for paper copies mailed to a UM campus mail address is listed below.

If you use a campus mail address, you will receive your paper copy sooner and will save us money.

1. the recipient's name
2. the recipient's department
3. the departmental mailing address (note: this address is usually different from your personal office address; the Campus Mail section of your on-line directory entry lists your campus mail address)
4. your campus delivery code — if you know it (we can look it up; we need it because the newsletter is a bulk mail item)

Newsletter subsciption information and archives at http://www.umn.edu/oit/newsletter

Twin Cities campus address label trivia: 1st # is record #; 2nd # is your Campus Mail delivery code, http://umn.edu/lookup

July 2004 [pantone 295]

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