UNIVERSITY OF MINNESOTA

Office of Information Technology

September 2005 Newsletter

Information Technology

DMC Spotlight Issue

Effecting Programmatic Change With Learning Technologies

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 excerpted below.

October TEL seminar

One opportunity that the use of learning technologies affords individual faculty members, departments, and colleges is the capacity to effect change at a curricular or programmatic level. At the next TEL seminar, moderator Christine Greenhow, a senior educational technology consultant at the DMC, and the panelists below will discuss how this use offers them a scalable channel for sharing content and learning activities; improving quality; and facilitating the development of more effective learning experiences across the curriculum:

- Byungik Kahng, Mathematics Discipline, Division of Science and Mathematics, Morris campus;
- Mary Jo Kreitzer, Center for Spirituality and Healing, Academic Health Center, Twin Cities campus;
- Gillian Roehrig, Leslie Flynn, and Bhaskar Upadhyay, Department of Curriculum and Instruction, College of Education and Human Development, Twin Cities campus; and

Interested in sharing content and learning activities? Improving quality? Developing effective learning experiences? Then access this seminar.

And always, on hand at your convenience, experienced subject librarians and reference specialists who work in virtually any area of research you may need.

UMN

- Ann Werner, Department of Educational Policy and Administration, College of Education and Human Development, Twin Cities campus.

All the panelists are currently working on curricular or programmatic projects (see below) and will offer their insights into topics such as:

- the costs and benefits (pedagogic, funding, time) of using technology to facilitate programmatic change;
- roles and responsibilities (e.g., faculty leadership and buy-in; collegiate and departmental support and encouragement; training, technical, and development support; technological infrastructure);
- planning, designing, implementing, and evaluating changes and responding to experience;
- problems of intellectual property, promotion, tenure, accessibility, learning styles, quality assurance, etc.; and
- target products (e.g., templates; shareable objects, tools, and resources; common course experiences and foundational knowledge).

Please join us:

> Wednesday, October 5, 2005
> 402 Walter Library, East Bank,
> Twin Cities campus, 12:00 P.M.-1:30 P.M.

For information about the other fall seminars, see http://dmc.umn.edu/series/fall05.shtml.

Campus projects

The panelists are working on the following 2005 TEL Grant Program projects that have curricular or programmatic impact:

Kahng, Byungik. "Computer Assisted Calculus Education Project" 2005 Technology-Enhanced Learning Grant Program proposal. Minneapolis: University of Minnesota, 2005. http://dmc.umn.edu /grants/2005/kahng.pdf.

Kreitzer, Mary Jo, and Sheila Hoover. "The Interactive Scenario Builder (ISB): A Tool to Simulate Interpersonal Interactions" 2005 Technology-Enhanced Learning Grant Program proposal. Minneapolis: University of Minnesota, 2005. http://dmc.umn.edu/grants/2005/kreitzer.pdf.

Paige, R. Michael, and Ann Werner. "Layered Learning Modules: Individualizing Learning Through the Use of Technologically Delivered and Enhanced Instruction" 2005 Technology-Enhanced Learning Grant Program proposal. Minneapolis: University of Minnesota, 2005. http://dmc.umn.edu/grants/2005/paige.pdf.

Roehrig, Gillian, Leslie Flynn Gehlsen, and Bhaskar Upadhyay. "Integrating Technology into the K-12 Science Initial Licensure Program" 2005 Technology-Enhanced Learning Grant Program proposal. Minneapolis: University of Minnesota, 2005. http://dmc.umn.edu/grants/2005/roehrig.pdf.

Bibliography

The resources below may help you prepare for the TEL seminar.

Burbank, Patricia M., Norma J. Owens, John Stoukides, and E. Belle Evans. "Developing an Interdisciplinary Geriatric Curriculum: The Perils and Payoffs of Collaboration." *Educational Gerontology* 28 (2002): 451–472.

> This article explores the development of an interdisciplinary curriculum by an inter-institutional faculty team. The authors describe the structure and implementation of the project, including the development process, curriculum evaluation methods and issues, and the challenges of implementing a team-based approach. The article concludes with recommendations for leaders in similar contexts who are trying to design programs and promote programmatic change.

Dede, Chris, James P. Honan, and Laurence C. Peters, eds. *Scaling Up Success: Lessons from Technology-based Educational Improvement*. San Francisco, CA: Jossey-Bass Publishers, 2005.

> This book is a collection of essays by educators, educational researchers, and administrators about different models for "scaling up" educational innovations with technology. Chapters are organized around issues in managing systemic change, including moving from local practice to large-scale policy, scaling up constructivist pedagogies, adapting innovations to particular contexts, scaling up professional development, and using data to aid evaluation and improvement. The authors address

these key themes: coping with change, constituent support, building human capacity, and effective decision making. They also include illustrative examples of best practices based on case studies of real-life technology-based educational innovations.

Finley, Laura, and David Hartman. "Institutional Change and Resistance: Teacher Preparatory Faculty and Technology Integration." *Journal of Technology and Teacher Education* 12, no. 3 (2004): 319–337.

> Based on a qualitative case study of "change agents" at a large midwestern university, the authors discuss three barriers to the integration of technology at the program level: a lack of vision for technology use; the need for new professional skills and knowledge; and an isolationist departmental culture. They include recommendations about how technology can be integrated into teacher preparatory curricula.

Mereba, Tamarat. "Managing Transformation: Aligning Technology Initiatives with Institutional Priorities." *TechTrends* 47, no. 3 (2003): 42–44.

> This brief article advocates for a paradigm shift in faculty and student roles and in the process for planning technology integration at the departmental and institutional level. The author provokes thinking about the kinds of demands a "twenty-first-century" learning environment may place on faculty members, students, and administrators.

Owen, Polly S. and Ada Demb. "Change Dynamics and Leadership in Technology Implementation." The *Journal of Higher Education* 75, no. 6 (2004): 636–666.

> This article provides a selective overview of the leadership and change literature. The authors examine how learner-centered educational practices and the use of technology were integrated and implemented at a community college. They discuss six leadership strategies that guided and supported the process: understanding fundamentals, forging strategies, identifying champions, supporting innovation, communicating vision, and celebrating success. They also discuss six themes related to ways in which administrators, students, and support personnel perceived the process: turbulence, tension, planning, implementing, barriers, and culture.

Access the Seminars with Breeze

You also may attend the seminars online using Macromedia Breeze Live. Please fill out the request form at http://dmc.umn.edu/series/tel-seminar-breeze.html. We will send you a link to the TEL seminar Breeze Live page within one business day of submission. If you filled out the form in the past and indicated you wanted to have access to future seminars, you don't need to fill it out again.

Breeze Live requires Macromedia Flash Player 6.x+; to download the player, visit the Macromedia download page at http://www.macromedia.com/go /getflashplayer/. For other Breeze Live system requirements, please visit the University's Breeze support page at http://breeze.umn.edu/support/participant /systemreq.html.

Campus resources

The following may help you further explore how learning technologies can be used to effect change at a curricular or programmatic level:

- Meet with one of our consultants. See http://dmc.umn.edu/consultations/.

- Many other instructors who have used our services or participated in our programs have worked on TEL projects that had curricular or programmatic impact. To learn more about our faculty fellows' projects, see the DMC Faculty Fellowship Program pages at http://dmc.umn.edu/fellowship/. To learn more about TEL Grant Program projects, see the project proposals linked from the Award Winners pages at http://dmc.umn.edu/grants/. To learn more about other campus TEL projects, see the Exemplary Projects section of our site at http://dmc.umn.edu/projects/.

- A group of faculty members in the School of Nursing and our consultants evaluated the curriculum of an online graduate nursing program. The evaluation instrument has served as a model for other campus curricular evaluation projects. To learn more about the project and download the instrument, see our Online Nursing Curriculum Evaluation page at http://dmc.umn.edu /nursing-evaluation/.

■ Chris Scruton, Christine Greenhow, and Christina Goodland, Digital Media Center

New Data Storage Service

From UDMS

UDMS (University Data Management Services) was formed in January 2004 to provide reliable, scalable, high performance, enterprise-class computer data storage to the University community. Since its inception, it has built a disk storage environment spanning all three campuses and providing connectivity to centralized storage in eight campus buildings in the form of a Storage Area Network (SAN).

Currently UDMS has in excess of 100TB of capacity and serves such business critical applications as campus e-mail, PeopleSoft, Library functions, and WebCT.

Until recently, if your computer system needed UDMS services, you had to connect to the SAN in one of the eight buildings which contained SAN network equipment. Not any more! With the rollout of the GGNet, centralized storage can now be provided over the new, higher speed, campus network.

Now we can provide centralized storage over the new, high speed campus network.

On August 15th: storage over IP

On August 15th UDMS began offering its first "storage-over-IP" service by providing NFS (Network File System) for any departmental server on campus. Best of all, the first 128GB of NFS storage is free!

All storage provided via NFS uses the same class of storage that SAN customers receive.

Advantages of NFS from UDMS

- Flexible: UDMS can expand it on the fly. When you need more disk space, just drop us an e-mail.
- Reliable: Provided via active/standby storage system hooked directly to UDMS SAN.
- Fast: Multiple GigE connections.
- Affordable: First 128GB free, additional 128GB is $87.50/month.
- Sharable: Multiple servers can access your NFS storage at the same time.

How do you sign up?

Send us a message and ask for more info. We can be reached at udms@umn.edu.

Stay tuned for more new storage-over-IP services from UDMS in the next few months!

Carl Follstad, Manager, University Data Management Services (UDMS), https://www.umn.edu/cco/netbackup/

UMCal: Demystifying the Resource

One area of UMCal that many people find daunting is the resource. In UMCal resources are simply another type of calendar. Resources are associated with a space, an object, or a concept; they are not associated with an individual user. Some examples of resources currently in UMCal include conference rooms (spaces) and equipment available for checkout (objects), and managed calendars (concepts).

Managed calendars (concepts) are a catchall for other calendaring needs, such as departmental vacation calendars and group or project schedules.

Resource calendar versus user calendar

A resource calendar is generally similar to a user calendar, allowing for meetings, day events, and daily notes. However, with a resource you cannot track tasks or manage contacts. Further, most users will never log in directly to a resource; rather, they will first log in as themselves and either propose meetings to the resource or work as a designate for the resource.

Rights and settings

The actual usage of a resource and its management needs are determined through a combination of access rights and resource-specific settings.

Access rights for resources are the same as those for user calendars, including the four access levels (normal, personal, confidential, public), viewing and designate rights that can be set en masse or on a per-user basis, an option allowing users to propose entries to the resource.

Self-managed resources

In addition to access rights, a resource can be set up either to require approval or to accept entries auto-matically on a first-come, first-served basis. First-come, first-served resources are referred to as "self-managed resources."

Examples

To provide a context for these options, consider these examples.

A conference calendar

Consider a conference room used only within your department. If you had previously scheduled this room on paper, allowing people within your department to block out their own times with no approval, a self-managed resource would be ideal.

In UMCal, a user would simply propose a meeting to the resource and their request would be ap-proved automatically, provided the resource was not already booked.

A vacation calendar

You could set up a vacation calendar for your department or group. Then when someone wants to use vacation leave, they would propose that request to the resource in the form of a meeting, day event, or daily note. That proposal would then require the approval of their supervisor(s). The supervisors would be given designate access to the resource and would use that access to approve or decline any requests.

While events can be proposed to resources, just as if they were users, access to resources can be further restricted. That could be useful for a vacation calendar.

Perhaps the supervisors wish to retain absolute control over the content of the calendar. In a case like this, the resource could be restricted so that meetings cannot be proposed to the resource. Instead, the supervisors, acting as designates, would add vacation time directly to the resource.

More examples and information

These are just some examples of common resource usage and setup. You'll find additional examples, extended information on resources, and the resource request form at http://www.umn.edu/umcal /resources.

Before you start

Before you or your department begin establishing resources, here are two suggestions to consider.

First, plan ahead. Before requesting a resource, see if you can answer the following questions.

- How will the resource be used?
- Will approval be required or will the resource be self-managed?
- Who should be able to view the contents of the resource?
- Who may propose entries to the resource?

If you are not able to answer these questions, it is advisable to wait until you have the answers before requesting the resource, let alone begin using it.

Second, establish a small, core group of resource managers within your department, typically two or three people. This core group would handle both resource creation requests and the assignment of access rights for resources. A core group such as this also allows designates to focus on the usage of resources, rather than their setup (similar to the separation of design and content that content management systems such as FileNet provide).

With some planning and organization at the department level, the confusion surrounding resources can be avoided altogether, or at least greatly limited.

■ Peter Wiringa, Academic and Distributed Computing Services, UMCal support

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Prices Reduced

Refurbished Computer Equipment

University Computer Services (UCS) offers refurbished computer equipment (such as Macs, PCs, monitors, laptops) for resale at very competitive prices. You can even find computers priced from $29.

All computer equipment is tested by UCS hardware technicians and includes a 30-day warranty (unless otherwise stated on the computer equipment). When you purchase a computer you'll receive a free monitor, keyboard, and mouse.

Detailed list

For a detailed list of current computer equipment for sale, visit the UCS web site. Customers can also sign up for automatic UCS e-mail regarding recently added computer equipment for sale or exclusive UCS promotions.

For more information contact UCS at 612-624-4800.

■ Renee Rivers, University Computer Services, http://www.umn.edu/ucs

New Resources and Services

From the University Libraries!

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

This is an exciting year for the Libraries and brings many important changes to our 'look' as well as to our service programs. Here are just a few of the wonderful new opportunities that await you!

1. New web site

This month we debut a new look and organization to the Libraries web site. The address is the same — http://www.lib.umn.edu —but the look, access, and features have been changed to make it easier for you to get to the information or services that you need.

As a part of our web redesign, we have integrated new second-level pages to better meet the needs of our campus — whether you are an undergrad, grad student, faculty, researcher, or staff member. We haven't changed our basic look in years, and based on focus group input, usability testing, and comments from staff and users, we completed the redesign this summer. Give it a good look and let us know what you think!

2. Undergrad Information Commons

Last November, we opened the Information Commons (IC) on the first floor of Wilson Library. The Information Commons is a one-stop resource for students needing research, technology, or writing help. The IC brings together library, writing, and computing experts in one area with ready access to staff, computers, and information resources, specifically aimed at the research needs of undergraduate students.

The IC's productivity workstations include: Microsoft Office 2003, Adobe GoLive, Photoshop Elements, and SPSS (Statistics, on three computers). The multimedia computers include a variety of software packages including Adobe, Apple, and Macromedia software to allow students to create their own multimedia projects. Available technology includes scanners, flash readers, and the wireless network.

Coming soon: SMART Learning Commons

A second Commons called the SMART Learning Commons is now being readied for Magrath Library on the St. Paul campus. The Libraries are partnering with CNR (the College of Natural Resources), OMAA (Office for Multicultural and Academic Affairs), COAFES (College of Agricultural, Food and Environmental Sciences), CHE (College of Human Ecology), and the Center for Teaching and Learning, and Disability Services to consolidate several currently dispersed efforts into a "commons" learning model with the intent of better utilizing resources, amplifying impacts, and aligning with relevant collegiate initiatives.

Faculty orientation

A one-hour workshop for faculty will be offered this Fall for new faculty — or any faculty — who want an overview.

Called '**Faculty Research Services through the University Libraries,**' the session looks at everything from RefWorks to literature alert services to interlibrary loan. This session is intended to be an overview of some of the best resources the Libraries have developed to aid in your teaching and research work here on campus.

1-hour workshop

This one-hour workshop would be of value to any faculty member, new or old, who wants to get a better understanding of how to make the Libraries make your work here more efficient and rewarding!

For information on dates/times and registration, go to: http://www.lib.umn.edu/registration /index.phtml#eventidXX104

3. Copyright Information and Education Initiative

The Libraries' Copyright Information and Education Initiative held workshops for faculty in the past year and surveyed faculty on their needs in this area. Data from surveys suggested that the vast majority of faculty feel ongoing copyright education is critical. To meet this need, the Libraries has established a web site, with links to key information, providing researchers and faculty with answers to questions and other assistance in this area.

Check it out at http://www.lib.umn.edu/copyright/.

4. Many new resources and services

The Libraries' web site features a 'Spotlight' section that highlights new resources and services. Just a few of the exciting new offerings in the past year include:

- ☐ **E-Journal collections** from Taylor & Francis, Karger AG, University of California Press, American Institute of Mathematical Sciences, and Portland Press.

  You'll find a list of our ejournal collections by vendor at http://www.lib.umn.edu/articles /vendors.phtml.

- ☐ **Indexes**, including Academic Search Premier, MasterFile Premier, Index of Printed Music: Collections & Series, Global Market Information Database, Environmental Sciences & Pollution Management Database, and ACM Computer Review.

- ☐ **Electronic reference** resources, including Oxford Dictionary of the Renaissance, Oxford Dictionary of Byzantium, Encyclopedia of the Enlightenment, Encyclopedia of the Middle Ages, Oxford Encyclopedia of Ancient Egypt, Complete Classics Collection of Ancient China, and the World Shakespeare Bibliography.

- ☐ **Web-based audio streaming service** of mainly classical music, available both on the UMN-Twin Cities campus and off-site to staff and students who have UMN-TC Internet ID accounts.

  Streaming services, such as those through the Naxos Music Library have been made possible in

For new graduate students: special orientations

Wilson Library

On September 30, 2005 a special one-day orientation for new graduate students has been set for Wilson Library. The various sessions will cover navigating the Libraries, our resources, and tips on successful advanced research.

Complete program and registration information is available at http://www.lib.umn.edu /2005gradworkshop15.pdf.

Alternate date?

Need an alternate date? For those unable to attend that day, a 75-minute workshop, titled "7 Keys to Grad Research Success" will be held at different times during the fall term.

For registration and more information see http://www.lib.umn.edu/registration /index.phtml#eventidXX60.

Science & Engineering Library

The Science & Engineering Library will host two open houses in September for graduate students in the physical sciences and engineering.

Drop in

Registration is not required, so feel free to drop into 314 Walter Library on

- Wednesday September 14, 9:30–11:00 a.m.

- or Tuesday, September 20, 1:30–3:00 p.m.

For more information on these open houses see http://sciweb.lib.umn.edu/general /jumpstart.html.

cooperation with the CLA Dean's office. If you want to access music – for classroom presentations or personal use – you will want to look at this new service from our Music Library. See http://www.lib.umn.edu/articles/about.phtml?id=11985.

More on the Music Library at http://music.lib.umn.edu/.

And many of our wonderful, existing resources and services have been improved in the past year as well.

☐ **ILLIAD**, the Libraries' new Interlibrary Loan (ILL) system, allows you to set and maintain your ILL preferences (such as pick-up location), in your one-time registration set-up; to view the status and history of all your ILL requests anytime, and renew your ILL materials online.

For more information see http://www.lib.umn.edu/ordering/ill/.

☐ **Dissertation Calculator** was developed collaboratively at the University of Minnesota by the Libraries, the Center for Teaching & Learning, the Center for Writing and the Center for Research on Developmental Education and Urban Literacy. This tool was released last fall and is geared toward Humanities and Social Sciences doctoral students. It allows users to input a completion target date and get dates/deadlines/information/links to keep them on schedule.

☐ **Assignment Calculator** was also developed collaboratively; it allows any student to indicate the area of their study and the due date for key papers and get deadlines/links/resources to keep them on target to getting their work done effectively and on time.

☐ **UThink**, sponsored by the Libraries, enables students, staff, and faculty to create blogs here on campus. Today, our UThink is the largest (and best!) academic blogging site in America. We currently host over 1,400 blogs.

To access the blogs, or to get information on setting up your own free blog here on campus, visit our web site at http://blog.lib.umn.edu/.

Beloit College's freshman mindset

This fall, a new generation of students is entering college with its own view of the world. Most of them are about 17 and were born in 1987.

For the seventh year, Beloit College will distribute its *Beloit College Mindset List*, which identifies some facts of life that distinguish this generation from those that preceded it. Although the newest list wasn't yet available, below are some interesting tidbits from 2004.

- "Heeeere's Johnny!" is a scary greeting from Jack Nicholson, not a warm welcome from Ed McMahon.

- Castro has always been an aging politician in a suit.

- They have done most of their search for the right college online.

- Oliver North has always been a talk show host and news commentator.

- Network television has always struggled to keep up with cable.

- Computers have always suffered from viruses.

- They never saw Roseanne Roseannadanna live on Saturday Night Live.

- Alan Greenspan has always been setting the nation's financial direction.

- The Energizer bunny has always been going, and going, and going.

- They never flew on People Express.

- Desi Arnaz, Orson Welles, Roy Orbison, Ted Bundy, Ayatollah Khomeini, and Cary Grant have always been dead.

See the Mindset List at http://www.beloit.edu/~pubaff/mindset/.

Newcomer?
Student?
Advanced researcher?

Anyone who wants a better understanding of the Libraries' new and growing collections and services should check out the Libraries' workshops.

All that. And more!

The amount of information being produced every day is astounding. Keeping up-to-date with the information that *you* need to keep ahead in your field can be a daunting task.

This fall the Libraries begins a series of free presentations and workshops to help not only those new to campus — from students to advanced researchers — but also anyone who wants a better understanding of the Libraries' new and growing collections and services.

Workshops

Need to set up an AutoAlert service with *Current Contents*?

Planning to do research with the citation indexes?

Need to learn to use RefWorks or want to know the dos and don'ts of Google Scholar?

Looking for ways to improve your web searching or use of MNCAT?

The Libraries sponsor a wide variety of free workshops and special programs throughout the calendar year to help you better use key resources or better manage your research tools.

Bookmark this workshop web site

For a complete listing of available workshops, bookmark this site and check it out often: http://www.lib.umn.edu/research /index.phtml#workshops.

Specialists on hand at your convenience

Experienced subject librarians and reference specialists work in virtually any area of research you may need. These specialists are responsible for selecting the books, journals, and other materials for the Libraries' collections. In addition, they work with students and faculty to support their library-related research and teaching needs. If you don't know who your specialist is, check out this web site for a full listing: http://www.lib.umn.edu/about/selector.phtml.

These experts offer many important services in person and over the web. Libraries staff have created hundreds of helpful web pages, literature guides, research tutorials, and other important aids which are available throughout the various sections of our web page. Feel free to contact one of our staff. We are happy to arrange a personal tour of our resources and services for you at your convenience.

All campus libraries have established, regular reference hours for one-on-one consultation. Subject specialists are also available for individualized consultation by appointment. For a full listing of the subject specialists available for consultation, check out this listing: http://www.lib.umn.edu/about/selector.phtml.

These experts can help you with your own research or help plan secondary research assignments or even arrange for special lectures, hands-on workshops, or demonstrations for your classes.

Our reference services include such innovations as e-mail, 'mobile librarians,' chat and other types of reference assistance. For more information on these services, check out this web site: http://infopoint.lib.umn.edu/.

Communications about this article may be addressed to: Nancy Herther, Social Sciences Librarian and Bibliographer, 170b Wilson Library, West Bank; n-hert@umn.edu

Auto-filing: a new e-mail implementation

Very large inboxes are a problem

Very large e-mail inboxes slow the e-mail system for everyone. To enable the University mail system to run more smoothly, accounts that have over 20MB in their e-mail inbox that is also more than 100 days old now have that e-mail moved to a folder called **Archive** — that is, their e-mail will automatically be filed elsewhere for them. Auto-filing does not delete the messages; it only moves them.

Even if your inbox is not over 20MB you will benefit from keeping it smaller. Smaller inboxes open up (load) much faster whether you're using the University Webmail setup or an e-mail client such as Thunderbird, Outlook, Eudora, or Apple Mail. (Access Webmail at http://www.mail.umn.edu/.)

No surprises

Most people will not be required to use this feature. Those who have an inbox which is larger than 20MB will receive an e-mail informing them that their inbox will be auto-filed.

Auto-filing archive folders

The Archive folder used for auto-filing will have subfolders in it named for the year that the e-mail originated. Each week, if there is more than 20MB in an inbox, the e-mail will be moved to the appropriate folder.

Check the size of your inbox

Wonder how big your inbox is? Use the "Show current e-mail storage use" option on your personalized *Internet Account Options* page. To access this page you must use your Internet ID (sometimes called X.500 ID or username) and Internet Password.

You can access your Internet Account Options page from many locations, such as these two.

- MyU, the University's portal, available from the Twin Cities home page at http://www.umn.edu/twincities.

  Once you are signed in, click the **MyU Home** tab. Figure 1 shows that tab and the "Manage your Internet account" option that is available under the **Technology Resources** grouping. This link takes you to your Internet Account Options page.

- Access your personalized Internet Account Options page directly at http://www.umn.edu/validate.

More information

The auto-filing feature was introduced in August, 2005. You'll find more information about it online at http://www.umn.edu/adcs/accounts/emailautofiling.html.

▬ Tips from 1-Help, OIT's Technology Helpline

Figure 1: Manage your Internet account from the University's portal, MyU

▼ 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/Umart .... www.techmart.umn.edu
- Computer Accommodations Program .... cap.umn.edu
- University Computer Services .... www.umn.edu/ucs
- U Libraries (MNCAT/LUMINA) ....www.lib.umn.edu
- UM News Server .... news.umn.edu

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Chief Information Officer, Steve Cawley 612-625-8855

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

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Tear off the end page and send the entire mailing label to us. Or send e-mail to:

☆ If you cancel or change a campus address, please tell us the **Record No.**

- ☐ *Change Other* ☆
- ☐ *Change Address* ☆
- ☐ *Change Name* ☆
- ☐ *Delete/Cancel* ☆
- ☐ *Add* (subscribe info below at ☆)

Sept. 2005B [pantone 295, featuring Barmeno]

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