UNIVERSITY OF MINNESOTA

Office of Information Technology

Information Technology

Newsletter

Spam, Junk Mail

E-mail strategies

Spam is similar to junk mail you receive at home. It's bulk mail sent to people who have not requested it. Spam may contain commercial information, wishes for luck, notices of philanthropic opportunities, humor or chain letters. Spam is not e-mail you receive as approved University correspondence or because you subscribed to a mailing list.

Spam can be so frustrating! Wish there were simple solutions to stop it? Unfortunately, there are no simple solutions to stop spam, particularly so in a public research institution. Some of the obvious solutions (block spammers' addresses, block certain words) either do not work well or have censorship concerns if done at a University-wide level. But some options are available to you at your local level.

What can you do?

■ **Delete. Delete. Delete.**
The quickest and simplest solution is to delete it.

■ **Don't respond.**
Unless you are sure you are dealing with a reputable company or you originally signed up for the mailing, do not reply or ask to be removed from the list. One trick used to provoke your response is stating that you requested something. Do not be tricked! Generally, responding lets them know that your mailing address is active and being read. Responding is likely to result in even more spam!

What can you do?

If the e-mail does not originate from umn.edu, the University's options are limited.

■ **Use e-mail filters.**
Another option is to use e-mail filtering at your local level (e.g., your desktop) based on words you consider undesirable. E-mail clients such as Eudora, Netscape Mail and Outlook Express provide an option to set up message filters or message rules. Be aware that you might also filter out mail that you want.

We recommend that you forward the suspect mail to a special folder and look over the folder's contents for a while to make sure the filter is working as intended.

For more information on how to set up filtering, check the Help documentation for your e-mail client. Another option is to consult your local system administrator or call 1-HELP (612-301-4357) for assistance in setting up filters.

■ **Report the spam.**
E-mail that appears to come from a umn.edu (University of Minnesota) address or causes you serious concern for other reasons can be reported to the Office of Information Technology at abuse@tc.umn.edu.

It is very important to make the effort to send along complete e-mail headers (see below). The headers and message will be examined and appropriate actions taken to the extent possible. Be aware that if the mail does not originate from umn.edu, the University's options are quite limited in effectiveness.

Finally, if it is really bugging you and you want to take the time to report spam, try reporting it to an organization like SpamCop http://spamcop.net/

Reporting spam may sound like a great solution, but unfortunately most spammers forge almost all of the information in e-mail (e.g., address).

E-mail headers

Think of e-mail headers as the outside address on a physical envelope. E-mail headers, however, also contain information about the path that the e-mail used to reach you. Since the path is long and technical, most e-mail programs are set up to display simple, rather than full, headers. When you forward a message, most e-mail programs do not forward the complete header. This means if you choose to report spam, you probably must manually cut and paste the complete e-mail headers into another message.

It is very important to make the effort to send along complete e-mail headers.

A good resource for learning how to find and use headers is http://spam.abuse.net/

More information

Spam is increasing on the Internet, and at the University of Minnesota there are no easy solutions. Look at your options. Choose what works best for you. More information is available at the OIT Security Website: http://www.umn.edu/oit/security/

■ Renee Heggem and Barb Montgomery, OIT Assurance and Security

Who's this email from?

A related article — "Who's this email from" — in the February, 2001 issue of the OIT newsletter includes an advanced reading list with links to Spamcop's tips on "How do I get my email program to reveal the full, unmodified email?" and Stopspam's tips on "Reading email headers."

http://www.umn.edu/oit/security/

Personalized Reporting Is Here

Tools for all instructors and tools for graduate faculty

With the February, 2002 release of My Classes and the imminent release of My Reports, Information Management Systems (IMS) implements personalized reporting based on your x.500 (InternetID) login.

My Classes

Any instructor, enterprise wide, can log into the IMS' UM Reports Website and choose a report called *My Classes*: http://www.umreports.umn.edu/

My Classes provides an individualized list of all classes, with enrollment, where that InternetID owner is listed as the instructor in PeopleSoft. The individualized list goes back to the Fall of 1999. Each class listing links to a class list with grades, University of Minnesota e-mail address and student photo.

My Reports

IMS and the Graduate School are also pleased to announce the creation of the *My Reports* page for graduate faculty, also available at the UM Reports Website: http://www.umreports.umn.edu/

When faculty with Graduate School appointments log into UM Reports they are diverted to a personalized page that includes My Classes as well as links to four reports:

1. **Active Advising Assignments**: Lists all active students for whom the faculty member has been identified as the advisor in PeopleSoft. (Active = students enrolled within the past year who have not yet received their degree.)

2. **Active Advising and Committee Assignments**: Lists all the students in the Active Advising Assignments report, plus any other active students who have the faculty member on their examining committee(s) for exams that have not yet taken place.

3. **All Advising Assignments (including historical data)**: Lists all students (active, inactive or graduated) for whom the faculty member has been identified as the advisor in PeopleSoft.

4. **All Advising and Committee Assignments (including historical data)**: Lists all students (active, inactive or graduated) who have the faculty member assigned to their examining committee(s) in PeopleSoft. It also includes all students for whom the faculty member has been identified as an advisor but who do not have a committee.

More reports

From any of these reports instructors can access the Graduate School *Milestones Report* and the *Unofficial Academic Record Report* for each student.

Faculty with a Graduate School appointment of Full Member (FM) or Associate Member (AM) will also see links to two Graduate School Admissions reports.

1. **Graduate School Applications by Program**: This report provides information about Graduate School applicants by term for majors where faculty have a graduate faculty appointment of AM or FM. It includes a link for each student to the Graduate School Applications by Applicant report.

2. **Graduate School Applications by Applicant:** This report provides a summary of Graduate School application activity for an individual student. Faculty can access Graduate School applicants who have applied to majors where they have either an AM or FM graduate faculty appointment. They can retrieve applicant records by name, social security number or student ID number.

Andrew La Chapelle and Amy Winkel, Information Management Systems

http://www.umreports.umn.edu/

Privacy Protection: We Take It Seriously

Whether you use UM Reports or are affected by them, these new security steps may reassure you about the University's commitment to privacy protection.

The information below is reprinted, with permission from the Office of the Registrar, from the March 2002, Vol. 26, No. 3 edition of *The Record*, an online publication that contains "news about admissions, records, and student systems."

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Using UM Reports Now Requires Agreement to Comply With Policies

A new security feature requires faculty and staff who use UM Reports to indicate they will comply with three major policies.

The feature was implemented February 25. The first time that employees log in to UM Reports, three pop-up screens appear. Users are asked whether they agree to abide by the University of Minnesota information access and systems usage policies as well as the federal Family Educational Rights Privacy Act (FERPA). Links to the policies are provided in the text.

Staff are urged to review the policies carefully before indicating agreement. Failure to comply may result in disciplinary action.

Users are given the option to exit the screens without agreeing to comply with the cited policies, but agreement is required for access to UM Reports.

Employees will be prompted annually to review the policies and reaffirm their agreement.

UM Reports are on the Web at <http://www.umreports.umn.edu>. The new policy was instituted by Information Management Systems, Office of Information Technology. Questions should be directed to UM Reports user support, mailto:reports@umn.edu.

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OIT's Information Management Systems developed the technical solution that makes this functionality possible; security access is determined by the data custodians/business owners of the major administrative systems who approve and authorize this application.

■ *The Record* is published monthly for colleges and departments at the University of Minnesota, Twin Cities, by the Office of the Executive Vice President and Provost. To subscribe or unsubscribe to *The Record* access the newsletter link at One Stop and select the "Subscribe to Newsletters" link: http://onestop.umn.edu/Events/newsletters.html

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The first time that employees log in to UM Reports, three pop-up screens appear.

Screen 1 of 3

_____

Please read the access agreement.

As a member of the University community you are granted access to information technology resources to facilitate your University-related academic, research, and job activities. The Regents Policy on Academic Freedom extends to information resources that are available electronically. By using these resources you agree to abide by all relevant University of Minnesota policies and procedures, as well as all current federal, state, and local laws.

You have rights and responsibilities related to University information/data, systems and resources. This includes liability related to acceptable use, personal communications, privacy, and security issues. Prior to gaining access, you will be asked to certify that you understand and agree to comply with University policy.

If you agree, click on the CONTINUE button.

Teaching with Technology Resources
New material added to the Digital Media Center Website

At the Digital Media Center (DMC), we promote the use of technology to enhance teaching and learning and use our Website to model the techniques we recommend. We provide online resources that faculty members may use to learn about instructional technology. We also follow the design practices we advocate to develop and maintain our Website.

We recently added a substantial amount of information to the *Teach with Technology* and *Develop Learning Materials* sections based on a more extensive analysis of faculty members' needs and our available resources. You can visit our Website at: http://dmc.umn.edu.

Design process

We selected and designed our content based on feedback we received about previous versions of our Website and on the conclusions we drew from the current version's design process.

Previous versions

The Digital Media Center has had a Website since shortly after it opened in October 1995. Like many sites at that time, it was organized as a virtual "place," in our case a room with doors to a repository, café, Learning Laboratory and Development Suite. That Website was well received, but eventually we found it hard to fit new content into this metaphor and to differentiate between our online and physical services. We asked faculty and computer support staff members to evaluate possible new content organizations and interfaces. Then, in 1997 we redesigned the site based on those results. (For more information about this process, see "Testing and Redesigning for Usability" in the August 1997 issue of this newsletter.)

The second version of the site was organized around tasks faculty members wanted to accomplish at the DMC. We received positive feedback about much of the content on the site, but eventually we found it hard to present new information as tasks, to maintain over 500 pages on this and related project sites, and to meet the needs of our clients and staff.

Looking for information about technology-enhanced learning evaluation methods?

Look at the newest content on the DMC Website.

Current version

As a result of our experience, we redesigned the site again last year.

- We inventoried our existing content and reexamined our goals and outcomes and found that we were unnecessarily duplicating information and producing more pages than we could maintain.

- We analyzed page "hit" logs, reviewed user feedback and surveyed our consultants about their clients' needs to determine what content was most needed.

- We more specifically defined the purpose of our site and created a content outline and flowchart; then we conducted usability tests of this organization with faculty members.

- We designed several possible interfaces and asked our consultants to choose the best one.

- All of our staff members developed or reviewed content.

http://dmc.umn.edu/teach.shtml

The new interface and some of the new content were published this summer. (For more information, see "What's Happening this Fall at the DMC?" in the September 2001 issue of this newsletter.)

New content
Recently, we added the following additional content.

Teach with Technology section
☐ http://dmc.umn.edu/teach.shtml

This section now includes:
- an overview of learning tenets, the theories and principles that define quality instruction

- information about common educational technology teaching strategies and teaching tips that can help faculty members put these theories and principles into practice

- descriptions of exemplary educational technology projects at the University of Minnesota

- information about technology-enhanced learning evaluation methods

Develop Learning Materials section
☐ http://dmc.umn.edu/develop.shtml

This section now includes a comprehensive introduction to a five-phase process faculty members can use to develop course Websites using campus and selected outside resources. This information is supported by examples and reference materials that can help instructors put this process into practice, including:

- a course plan form
- a media selection chart

- production time estimates
- a software selection chart

- a developers' quick reference guide
- information about diagramming techniques

Looking for production time estimates, software and media selection charts, page layout samples and forms?

Look at the newest content on the DMC Website. You'll find that and more.

- disability access information
- page layout samples and forms

- intellectual property information
- information about usability testing methods

Evaluation process
We invite instructors and computer support staff members to use these resources and let us know what you think by contacting us or by participating in a usability test later this semester (details to be announced).

- Contact information is available at: http://dmc.umn.edu/contact.shtml

- To view the Digital Media Center Website, visit: http://dmc.umn.edu

Upcoming additions
We will be adding more new content over the next few months, such as many more descriptions of exemplary educational technology projects, more detailed intellectual property information and more course Website development reference materials. Please visit the site often to get the latest information.

▬ Barbra Masters, Christina Goodland and Kurtis Scaletta, Digital Media Center Publications Team

http://dmc.umn.edu/develop.shtml

Words, Words, Words.

Using Library resources to help improve your communication or just better understand those around you

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

Randall Kennedy's new book, *nigger: The Strange Career of a Troublesome Word,* is a very important and provocative discussion of this word and its meaning and impact in our culture. It's a very good read and available for your use in Wilson Library; check MNCAT® for availability information.

Words are something we all deal with here on campus. The Libraries' collections include: nearly 6 million print volumes; 45,000 serial subscriptions; 5.7 million microforms; 2.6 million government documents; and 400,000 maps. Imagine all the words contained between the walls of our libraries and in our databases and Website!

Dictionaries everywhere

Need to look up a word, almost any word? We probably have a dictionary to help you. According to a quick check in MNCAT®, the University Libraries have added over 1,000 dictionaries to our catalog in just the past three years. We also have a variety of important resources linked through our Website.

Under **Reference Sources** on our Web page, you will find links to an impressive collection of research tools to help you with your research, communicate with your peers and better understand the society in which we live. There are a wide variety of dictionaries and other tools linked for your quick access and use. These include thesauri, style guides, pronunciation tools, quotation collections, etc. All of the sources linked have been, in effect, pre-qualified as useful by the staff of the University Libraries; with the goal of helping you become more efficient and effective in your work here on campus.

One feature on the page is a listing of the top 10 reference sources used over the past 30 days from the Libraries' Web page.

Many of these key resources are expensive and, by contract, are available *only* to staff, students and faculty of the University of Minnesota, Twin Cities campus.

> **The difference between the almost right word and the right word is really a large matter. It's the difference between the lightning bug and the lightning. ••• Mark Twain**

Top 10 usage blunders

The Website for the newest edition of the *Microsoft Encarta College Dictionary* included a listing of the top 10 most frequent mistakes that people make in using the English language. Here they are:

1. misuse of there; confusion of there/their/they're
2. confusion of affect and effect
3. spelling "a lot" as one word
4. confusion of fewer and less
5. confusion over placement of the apostrophe; misunderstanding of it's/its
6. confusion of blatant and flagrant
7. use of would of, etc., for would've, etc.
8. inappropriate or excessive use of the passive voice
9. using 'like' as a conjunction
10. use of relative pronouns with vague, inappropriate, or nonexistent antecedents

You can access that dictionary at:
http://www.collegedictionary.net/

> **I'm not aware of too many things. I know what I know if you know what I mean − "What I Am" ••• Edie Brickell and the New Bohemians**

Other resourcs are linked to our page to help you more quickly locate and navigate information available freely over the Internet.

10 Websites worth bookmarking

You will have your own favorites, but here are a few Websites you may wish to bookmark – listed in no particular order:

1. Oxford English Dictionary (OED)
   http://www.lib.umn.edu/reference/dict.phtml

   The grandaddy of them all, and for good reason. It took 50 years to come up with the first edition in 1928. A second edition came out in 1989. Now, thankfully, the dictionary is updated online on a regular basis. The OED is available *only* to current students, staff and faculty of the Twin Cities campus of the U of M. This online dictionary is expensive but invaluable — Doh!, bad hair day, cheesy, clubbing, new man, street cred — and more are all here! I only wish they would have added a new definition to the verb "zooming." Haven't they been listening to Aretha Franklin? And what about those very popular do-rags that everyone (including Jesse Ventura) wear? Maybe in the next update.

2. Language sites on the Internet
   http://pw1.netcom.com/~rlederer/rllink.htm

   This annotated directory of language sites on the Internet was created by someone who clearly loves language. It includes links to an impressive collection of etymology, dictionary and thesaurus sites. You can also use it to examine anagrams, oxymorons, palindromes, puns, idioms, banished words and expressions, city-by-city slanguage, mondegreens, logophilia, heteronyms, chiasmus and much more.

3. American Heritage Dictionary of the English Language
   http://www.bartleby.com/61/

   This is one of the best online dictionaries; it includes over 90,000 entries and an easy-to-use set of 70,000 audio word pronunciations, hundreds of full-page color illustrations, language notes and word-root appendices.

4. A tie: both sites are very handy and easy to navigate. Both also provide video clips to show you how to sign letters, numbers or words.

   • Handspeak: A Sign Language Dictionary Online
   http://www.handspeak.com/

   • American Sign Language Browser
   http://commtechlab.msu.edu/sites/aslweb/

5. Hmong Dictionary and Pronunciation Guide
   http://ww2.saturn.stpaul.k12.mn.us /hmong/sathmong.html

   A wonderful megasite covering all aspects of Hmong resources and study, developed by Mark Thompson from Saturn School in St. Paul. It includes a good QuickTime-based pronunciation guide to common Hmong names and words.

College Slanguage

Not sure you always understand your students? Your neighbors? Contemporary music? Our libraries have many dictionaries on contemporary usage and slang (American or foreign) for you to use. Recently, students at the University of Georgia compiled an interesting dictionary of contemporary language, as heard on their campus: *DawgSpeak!: The University of Georgia Slanguage Dictionary* includes terms used on college campuses today. Here are a few examples:

- **Backstreet boy**: Young man with trendy clothes, faddish hair-style.
- **Beer goggles**: Imaginary lenses through which one looks when drunk.
- **Close the deal**: Have sex.
- **Cotton slut**: Person who attends function for the sole purpose of getting a T-shirt.
- **Foilhead**: Person who highlights his or her hair.
- **Fratagonia**: Slang for Patagonia, a clothing brand popular with fraternity members.
- **George W**: Person with an inflated self-image.
- **Hebby**: Nosy neighbor.
- **Heidi**: Girl hippie.
- **Mario-karting**: Driving erratically.
- **Sorostitute**: Sorority member who acts, dresses in loose manner.
- **Wife-beater**: Tight-fitting tank top.
- **What all**: Everything.

Antonym, n.: The opposite of the word you're trying to think of. ••• Anonymous

6. Foreign Name Pronunciation Guide
http://www.csupomona.edu/~faculty_computing/lab/Pronunciations/Pronunciation/

A very well-designed Website from the California State Polytechnic University, Pomona campus. The site is especially useful for helping you more accurately pronounce common Asian first and last names. Native speakers provide the sound bites for common Cambodian, Cantonese, Mandarin, Filipino, Indonesian, Japanese, Korean, Thai and Vietnamese names.

7. Voice of America Pronunciation Guide
http://www.voa.gov/pronunciations/

Sound files and pronunciation guide for more than 2,200 names of people, groups, places and things in the news around the world.

8. Street Terms: Drugs and the Drug Trade
http://www.whitehousedrugpolicy.gov/streetterms/

An excellent guide to the language of the 'mean streets' of America. From the Office of National Drug Control Policy, the Street Terms database contains over 2,000 street terms that refer to specific drug types or drug activity. If your kids seem aloof and speak a whole new language, you may need to check this out.

9. Encyclopaedia Britannica
http://www.lib.umn.edu/reference/

This is not the link to the free version, but a link to a very valuable asset for all current students, staff and faculty here at the Twin Cities U of M campus. This encyclopedia provides excellent references and articles to help you understand words, concepts, events and people in our world; it also includes an excellent collection of Web links for further study.

Language is not an abstract construction of the learned, or of dictionary makers, but is something arising out of the work, needs, ties, joys, affections, tastes of long generations of humanity, and has its bases broad and low, close to the ground. ••• Noah Webster
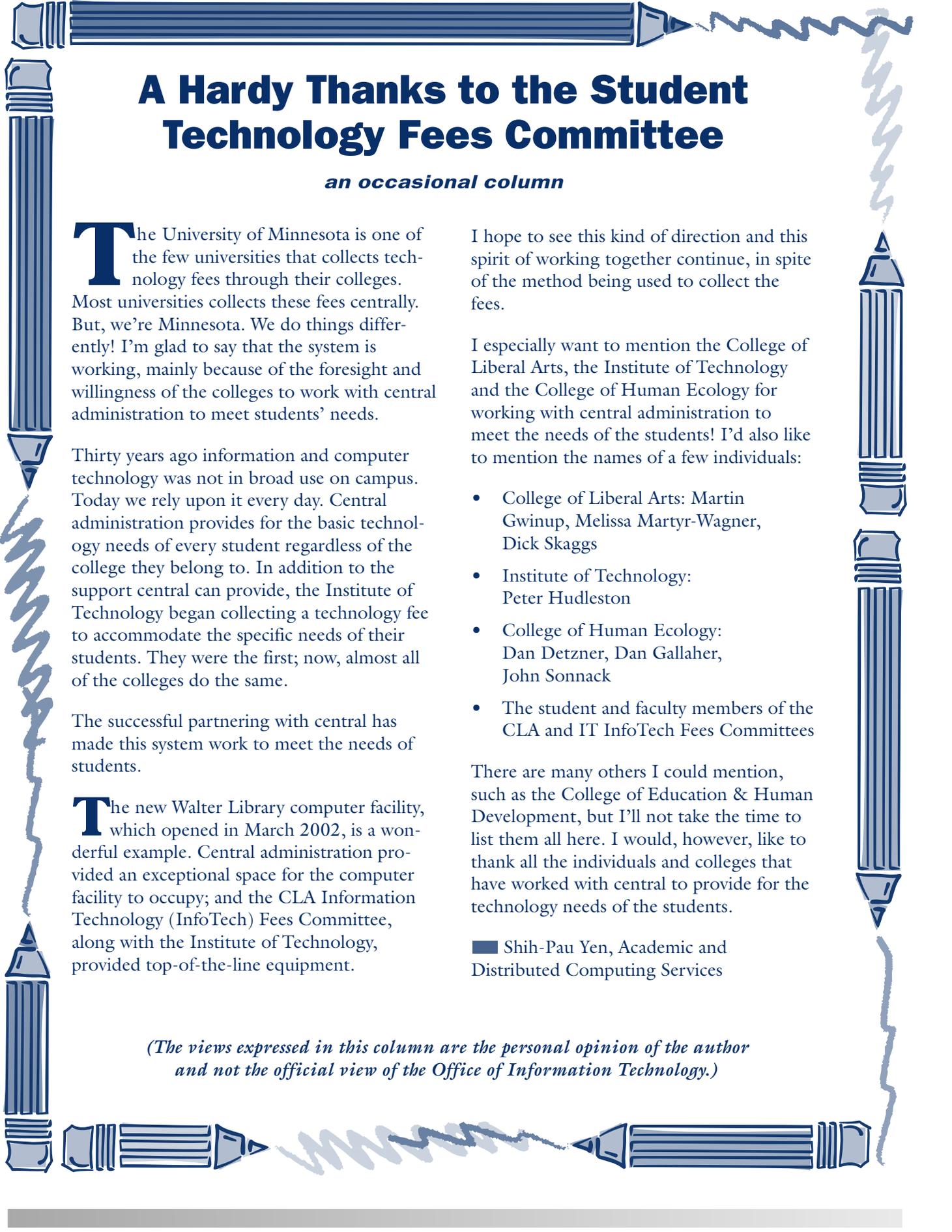
A quiz: how hip are you?

Each of these terms has become symbolic for the era in which it first became popular. How many of these can you identify by the decade in which the term became common in usage? *[Answers on page 11.]*

A = 1910s	B = 1920s	C = 1930s
D = 1940s	E = 1950s	F = 1960s
G = 1970s	H = 1980s	I = 1990s

Terms

1. .... camouflage
2. .... robot
3. .... junk food
4. .... pizza
5. .... brainwashing
6. .... 24x7
7. .... teenage
8. .... racism
9. .... scam
10. .... high-rise
11. .... ecommerce
12. .... yuppie
13. .... pinup
14. .... miniseries
15. .... self-employed
16. .... troublemaker
17. .... biodiversity
18. .... web site
19. .... fan mail
20. .... slam dunk
21. .... hippie
22. .... electronics
23. .... infomercial
24. .... workaholic
25. .... oops
26. .... ball point
27. .... hot rod
28. .... y2k
29. .... centerfold
30. .... bikini
31. .... motel
32. .... skateboard
33. .... all-star

[Answers on page 11.]

A Hardy Thanks to the Student Technology Fees Committee

an occasional column

The University of Minnesota is one of the few universities that collects technology fees through their colleges. Most universities collects these fees centrally. But, we're Minnesota. We do things differently! I'm glad to say that the system is working, mainly because of the foresight and willingness of the colleges to work with central administration to meet students' needs.

Thirty years ago information and computer technology was not in broad use on campus. Today we rely upon it every day. Central administration provides for the basic technology needs of every student regardless of the college they belong to. In addition to the support central can provide, the Institute of Technology began collecting a technology fee to accommodate the specific needs of their students. They were the first; now, almost all of the colleges do the same.

The successful partnering with central has made this system work to meet the needs of students.

The new Walter Library computer facility, which opened in March 2002, is a wonderful example. Central administration provided an exceptional space for the computer facility to occupy; and the CLA Information Technology (InfoTech) Fees Committee, along with the Institute of Technology, provided top-of-the-line equipment.

I hope to see this kind of direction and this spirit of working together continue, in spite of the method being used to collect the fees.

I especially want to mention the College of Liberal Arts, the Institute of Technology and the College of Human Ecology for working with central administration to meet the needs of the students! I'd also like to mention the names of a few individuals:

- College of Liberal Arts: Martin Gwinup, Melissa Martyr-Wagner, Dick Skaggs

- Institute of Technology: Peter Hudleston

- College of Human Ecology: Dan Detzner, Dan Gallaher, John Sonnack

- The student and faculty members of the CLA and IT InfoTech Fees Committees

There are many others I could mention, such as the College of Education & Human Development, but I'll not take the time to list them all here. I would, however, like to thank all the individuals and colleges that have worked with central to provide for the technology needs of the students.

■ Shih-Pau Yen, Academic and Distributed Computing Services

(The views expressed in this column are the personal opinion of the author and not the official view of the Office of Information Technology.)

10. Dictionary.com
http://www.dictionary.com

This is one of the best mega-sites for looking up foreign or English words. It includes other key tools as well, such as thesauri, word for the day, foreign translations, etc.

Whose cruel idea was it for the word "lisp" to have an "s" in it? ••• George Carlin

A little diplolingo for us all

Remember when George W. Bush and Colin Powell worked the dictionary to find ways to express anything but an 'apology' for the straying of the reconnaissance plane over Chinese air space? Well, language remains often a sticky, tricky wicket. If you need help finding the right words or understanding the words that you find, check out the Libraries' Web page or stop in any of our friendly campus libraries. We are here to help!

■ Communications about this column should be addressed to: Nancy K. Herther, Social Sciences Bibliographer, 170b Wilson Library, West Bank; 612-624-2020, n-hert@umn.edu

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Answers to Quiz on page 9.

1. .... A: 1910s	10. .... E: 1950s	18. .... I: 1990s	26. .... E: 1950s
2. .... B: 1920s	11. .... I: 1990s	19. .... B: 1920s	27. .... D: 1940s
3. .... G: 1970s	12. .... H: 1980s	20. .... G: 1970s	28. .... I: 1990s
4. .... C: 1930s	13. .... D: 1940s	21. .... F: 1960s	29. .... E: 1950s
5. .... E: 1950s	14. .... G: 1970s	22. .... A: 1910s	30. .... D: 1940s
6. .... I: 1990s	15. .... D: 1940s	23. .... H: 1980s	31. .... B: 1920s
7. .... B: 1920s	16. .... A: 1910s	24. .... F: 1960s	32. .... F: 1960s
8. .... C: 1930s	17. .... H: 1980s	25. .... C: 1930s	33. .... C: 1930s
9. .... F: 1960s			

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▼ 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@umn.edu

1–HELP •24/7 unless otherwise noted 612-301-4357

Dial 1-HELP. Listen to the voice menu list of options.
Press the number of your desired option.

- Technology Help: http://www.umn.edu/adcs/help
- ■ Passwords: new and forgotten ones
- ■ CCO Central systems, PeopleSoft
  - by email: x-help@umn.edu
- ■ Internet, Email, Microcomputers
  - 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 pm–11 pm
  - walk-in 8 am–5 pm, M–F:
    152 Shepherd Labs; 93 Blegen Hall; 50 Coffey Hall
  - by email: help@umn.edu
- ■ Networking and Telecommunications Services: NTS
  - by email: help@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)

▼ Quick Guide

Modem Usage (current activity on your account)
http://www.nts.umn.edu/services/modemusage.html

Internet/Email account management/validation
http://www.umn.edu/validate

MNCAT/LUMINA (Library) – http://www.lib.umn.edu

Office of Information Technology
http://www.umn.edu/oit

Onestop Services – http://onestop.umn.edu

TechMart – http://www.techmart.umn.edu

Technology Training Center
http://www.umn.edu/adcs/info/training.html

UM News Servers – news.tc.umn.edu, news.umn.edu

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Threats, UM Police Department ....911 on campus
- off campus... 624-3550
Computer Accommodation Program – voice/tty... 626-0365
U Computer Services/Computer Repair Serv 624-4800
Statistical Software Support:
including SAS and SPSS 624-3330

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

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

Twin Cities campus address label trivia: the 2nd number after the Rec# is the Campus Mail delivery code, http://umn.edu/lookup

Apr.2002 v2[pantone295,1205]
- □ *Delete/Cancel*
- □ *Change Name*
- □ *Change Address*
- □ *Change Other*
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