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Technology
Enhanced
Learning

Faculty perspective:
I'm going to develop
this course, and
some people will be
on campus and some
people off campus,
but I want that
difference minimized.

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Newsletter

Library Uses Innovative Technology to Enhance Resources and Services for Distance Learners

As the 17th largest research library in North America, the University of Minnesota Libraries circulate more than one million items annually to students, faculty, and staff. In addition to serving on-campus and resident users, the Libraries increasingly serve learners in the state, in the nation, and even in the world. To give these learners the same "home advantage" as their on-campus peers, the Libraries have launched a new Distance Learning Support Project, using technology to enhance library services and resources.

making
BEING THERE
as good as
BEING HERE

The Awareness Gap

Distance learners have long been conditioned to expect limited access to library resources and services. As John Butler, the director of the Library Support for Distance Learning Project says, "distance learners are used to getting by with less, improvising, and avoiding situations in which they may need library support." His words summarize the results of a massive survey of University of Minnesota distance learners and faculty. The survey found that 63% of distance learners planned for limited access to library resources and services. Commenting on their concern about limited library resources, learners said, "One of the reasons I chose this course was because it did not require the use of a library," or "As a graduate student, I am frightened

to think that I selected resources for my research based on how easy they were to access,” and “I was grateful that my teacher did not expect in-depth research.”

Faculty had similar perceptions of library services for distance learners. Only 30% of the faculty responding to the survey said they were aware of the library resources and services available to their students. As a result, 87% of the faculty reported that they provide their students with little or no information about library resources and services available to them. About the same percentage of faculty stated that they never or only rarely work with a librarian during course development or delivery, mostly because they were not aware of existing support. On a positive note, though, the vast majority of the faculty and distance learning students were optimistic that new and emerging information technologies could help improve electronic access to library resources and services.

Faculty and Learner Needs



To further understand the issues revealed by the survey, the Libraries invited faculty to participate in focus groups to discuss how the University of Minnesota Libraries could better support their distance learning courses and their distance learners. Together, faculty and librarians identified learner and faculty needs in distance learning programs. They identified such needs as “seamless and hassle free authentication to on-line resources, development of tutorials, communication from the Libraries, ... and involvement of librarians in course development.”

Faculty not only want their students to have improved access to resources and services regardless of location, but also assistance to meet their changing information needs. In addition to the common need of finding information, faculty felt that students now need to learn how to navigate through overwhelming information networks, deal with information overload, and critically analyze and evaluate their sources. Faculty perceived this need as universal; as one professor summarized the main focus he saw for library support, “...I don’t really care if the course is mobile or distant. I’m going to develop this course, and there will be some people on campus and some people off campus, and I want that difference to be minimized.”

The Library Project as a Central TEL Project

To respond to these faculty and distance learner needs, the Libraries secured funding from different sources. In addition to prestigious Bush Foundation and National Library of Medicine grants (through the Bio-Medical Library), the Libraries received compact planning funding from the Office of the Executive Vice President and Provost of the University of Minnesota. In fact, the project is one of the central innovative projects within the Technology Enhanced Learning (TEL) initiative of this office. The TEL initiative is led by Dr. Ann Hill Duin, Vice Provost for Instructional Technology and University Partnerships, and is intended to promote and award innovative approaches to developing seamless high-quality learning experiences, environments, and resources for all learners—resident and distance

learners alike. For Duin, the focus is not so much on a specific technology or on distance learning: “Our focus is on providing learners with maximum flexibility and support regardless of their location. That’s why I use the term technology enhanced learning,” she says. Making learning resources available to all learners – resident and remote alike – is exactly what the library project is about.

New Resources and Services for Distance Learning Support

With this funding, the University of Minnesota Libraries launched its Distance Learning Development Project with the goal “to provide high-quality, in-depth library services and resources to students regardless of their location.” To realize this goal, the Libraries use new and emerging technologies to enhance distance learning support for faculty and students. These efforts focus on four major areas of support:

- Improved remote access to information
- Information literacy initiatives and research assistance
- Reference and consultation services
- Extensive multidisciplinary faculty support

Improved Remote Access to Information

Improved remote access to learning and research resources has been one of the most visible successes of the Libraries. Over the past several years the Libraries have implemented network access to over 90 high quality literature databases and well over a thousand full-text electronic journals and text. At the same time, the Librar-



ies continue their aggressive strategy to build the digital library through the acquisition, licensing, and digitization of more databases, texts, journals, and other electronic materials.

Since many students require print-based documents in addition to electronic ones, the Libraries recently expanded their LUMINA to U book and article delivery service. The service now provides distance learners and faculty with delivery of books and article copies to off-campus addresses for a small fee. On-campus students also benefit as the service also delivers article copies to campus addresses. The Libraries will continue their remote access initiative during winter quarter by piloting an “electronic reserves” project in several distance learning courses. This project will allow students to use the web to access materials that the instructor has put on reserve for the class.

This improved access to library resources and services is appreciated by distance learners. Like their

colleagues on campus, they usually need resources quickly. Of the respondents to the library’s survey, 80% needed materials within one week, with nearly 20% within 24 hours, and 54% within 3 days. In trying to obtain materials for their coursework, the distance learners surveyed had consulted over 100 different Libraries across Minnesota. To meet the needs of these learners for improved remote access to information resources, the Libraries are working to achieve a turnaround time of 0-48 hours for materials owned and available on the Twin Cities campus and to deliver materials to the user by their preferred means of delivery (e.g. postal, fax, web).

Information Literacy Initiatives and Research Assistance

It’s been said that “Searching the Internet is like drinking from a fire hose.” To help students navigate through increasingly vast information resources, the Libraries have developed two important research support systems: Research QuickStudy and Research

QuickStart. Both systems are available on-line 24 hours a day.

Research QuickStudy

The first support system is Research QuickStudy, an on-line tutorial that teaches learners how to use library and information resources effectively; its website is: <http://tutorial.lib.umn.edu>

To accommodate the needs of different learners the tutorial is designed in modules. Depending on their interests, learners can choose among modules on choosing a research topic, creating a research strategy, conducting an effective keyword search, using MNCAT, finding articles, doing Internet research, and citing sources. In addition, an extensive glossary helps learners understand important research concepts.

Research QuickStart

The second system (Figure 1) is Research QuickStart, an intuitive wizard-like tool that guides students through the research process and recommends high-quality

Figure 1:
Research QuickStart.



**The Libraries’
research
wizard for
students.**



information resources for their coursework; its website is: <http://research.lib.umn.edu>

Both of these systems have been developed through a collaboration between the Libraries, the Digital Media Center, and Academic and Distributed Computing Services' Java and Web Services.

Technology Enhanced Reference and Consulting Services

This fall the Libraries implemented a "single access point" reference service called "Ask Us" on their home page <<http://www.lib.umn.edu>>. This service will allow students to electronically submit questions without having to determine which of over thirty possible service points in the Libraries would best help them with their research.

As an extension of this service, the Libraries will develop a knowledge base of PAQs (previously answered questions) that learners will be able to consult around the clock. In many of these efforts, the Libraries have drawn upon the expertise and experience of units like Academic and Distributed Computing Services, which have developed similar services.

The Libraries are currently also exploring new and emerging interactive communications and conferencing technologies, such as desktop video conferencing or shared "whiteboards," to provide distance learners with interactive reference services and technical assistance. Although these technologies are not yet commonly used in the general population, the Libraries plan to be ready when these technologies become the standard of tomorrow. An interactive teleconferencing workstation with a remote site, possibly the

University Center Rochester, will allow project coordinators to assess the usefulness of these technologies for reference and consultation purposes.

Faculty Support

Faculty support plays a central role in the distance learning support project. As Butler says, "faculty need a cadre of multidisciplinary support for TEL that allows them to focus on content, without requiring them to become multimedia designers, programmers, or librarians."

Consequently, multidisciplinary support for faculty is one of the library's priorities. To provide this support to faculty in course development and delivery, they collaborate closely with Minnesota Extension Services, University College, the Digital Media Center, the Center for Teaching and Learning Services, the MINITEX Library Information Network, and with the Academic and Distributed Computing Services, especially with their Java and Web Services. In addition, recently appointed Distance Learning Instruction Librarian Jerilyn Veldof assists faculty in integrating library research and information literacy components into courses and curricula.

Student and Faculty Responses

Both faculty and learners have been enthusiastic about the many initiatives of the Libraries that will have significant impact on distance learning. Increasingly, faculty may expect to receive the support they need to incorporate research activities and information literacy projects in their curricula, and learners find themselves in an increasingly rich information environment. At the same time,

Butler and his colleagues have found their work rewarding because – as they say, "distance learners are proving to be an exceedingly grateful bunch."

Challenges

Nevertheless, learners, faculty, and librarians are well aware that those involved in distance learning still face challenges that on-campus students don't. Currently, distance learners still struggle with the lack of standards, bandwidth, modem speed, or other technical difficulties that might limit the potential of the project for reaching out to on-campus and off-campus learners alike. But, as Butler states, "that's exactly what we're working on, making being there as good as being here."



More Information

To learn more about the University of Minnesota Libraries' Distance Learning Support Services, visit <<http://www.lib.umn.edu/dist/overview>>. This website provides you with a complete overview of current and planned library services for distance learners. To learn more about the Libraries' ambitious Distance Learning Support Project, contact John Butler at j-butl@tc.umn.edu

If you would like to learn more about the Technology Enhanced Learning Initiative, visit the TEL website at <<http://www3.extension.umn.edu/tel>> or contact Sue Engelmann at <sengelmann@extension.umn.edu>

■ Doreen Starke-Meyerring, Office of the Executive Vice President and Provost (EVVP)



When Distance Learners Become Part of the Family

College of Pharmacy Uses Technology to Enhance Access to Learning for Pharmacists in Minnesota



Imagine

“Imagine trying to find five full-time weeks to complete a rotation in the Cities. How do you juggle that with working the job that’s paying the tuition, plus your family, when you don’t live nearby?” This question from a Bemidji pharmacist echoes the needs and concerns of many of her colleagues who would like to pursue their doctorate degree in Pharmacy but whose family and job commitments make it difficult for them to attend classes on campus.

Many pharmacists would like to get their Doctorate degree because the American Council on Pharmaceutical Education recently decided to accredit only programs ending in doctoral degrees rather than bachelor’s degrees. More than 90% of Minnesota’s 4,000 practicing pharmacists graduated with a bachelor’s degree and are now facing increasing competition from pharmacists with doctoral degrees. Many, therefore, have a great desire to continue their education and to receive their Doctor of Pharmacy degree (Pharm.D.).

Of the 81 schools of pharmacy in the United States, only 41 offer programs that allow practicing pharmacists to return to school part-time to obtain their Pharm.D. degree. Only some of these offer their program at a distance and fewer make use of technology. Those using technology often rely on synchronous delivery mecha-

nisms, such as videoconferencing, which still requires learners to travel to a videoconferencing site at a particular time of the day. Some learners will have difficulties participating due to work schedules.

Shaping the Program Around Learner Needs

Aware of this situation, the College of Pharmacy conducted a needs analysis, which echoed the need of pharmacists for a flexible program that would allow them to balance family, work, and school commitments. “Pharmacists work days, nights, and weekends,” Dr. Kristin Janke, Pharmacy’s Outreach Education Director says, “so the program must accommodate individualized schedules.” A Rochester pharmacist summed it up in a similar way: “...it’s a fair amount of money, but for me the time constraint would be much more of a problem. It would be time away from my family and job.”

With these learner needs in mind, the College of Pharmacy designed a new Pharm.D. program delivered asynchronously over the Internet. Asynchronous delivery means that learners can access the program and communicate with other learners or their instructor any time, for example, through the web or through email. Learners are not required to log in at specific

times for same-time meetings with the class. In this way, learners can take classes regardless of the shift they are working.

However, accessibility through asynchronous delivery is only one focus of the new program. The college’s existing programs are highly rated in the nation (No. 5 by U.S. News and World Report and No. 7 in the Gourman Report); the new on-line program would need to be at least at the same level of quality.

To promote active learning, problem-solving, critical thinking, lifelong learning, teamwork, and communication skills, the program makes use of case-based learning and focuses on interactivity among the learners and with the instructor. Learners can view PowerPoint presentations, listen to audio recordings, watch video recordings, read on-line articles, and discuss these materials or work on case studies by means of asynchronous technologies, such as email, listserv, or threaded discussion. To facilitate discussion and to foster a sense of community, learners also have their own web page, and they work closely with mentors and peers in small groups. Learners also meet face-to-face once a year.

Overcoming the Technology Hurdle

Although the focus of the program is on content and pedagogy, Janke and her colleagues also had to make sure that learners are familiar

with the technologies used in an on-line class. For this purpose, they developed a ten-week on-line course, "Using the Internet in Pharmacy," which was available to help fulfil the program's Internet prerequisite. As Janke explains, "the course develops skills in the use of email, listserv, chat and the web, while exploring ways to use the Internet in pharmacy practice." Soon after the class was announced, 40 pharmacists were enrolled. The students responded very positively to the course; as one student put it, "I got a lot of attention, more than I would normally get in a traditional lecture." Twenty-one of the forty students in this course are now enrolled in the degree program, together with twenty-one other students.

Pharmacy On-line: an Innovative TEL Project

The Pharmacy On-line Program is one of the innovative compact planning projects that was funded in the framework of the recent Technology Enhanced Learning Initiative of the Office of the Executive Vice President and Provost of the University of Minnesota.

Led by Dr. Ann Hill Duin, Vice Provost for Instructional Technology and University Partnerships, this initiative is intended to promote and award innovative approaches to developing seamless high-quality learning experiences, environments, and resources for all learners, resident and distance learners alike. Duin applauds the effort of Pharmacy to provide high-quality learning to all learners:

"In the Industrial Age, we went to school; in the Knowledge Age, schools come to us. Learners ask – they expect – seamless, lifelong, affordable, asynchronous, interactive, diverse, customized, specialized, learner-centered higher education. And Pharmacy offers exactly that."

The Secret to Success: Collaboration

Janke points out, however, that the creation of the new program was possible only through collaboration, not only within the College of Pharmacy, but also with other units on campus. For example, Janke worked extensively with the Digital Media Center, the Libraries, and the Center for Teaching and Learning to learn about developing and delivering on-line course work for adult learners.

This support was important because converting the curriculum and the learning material into technology-enhanced environments required a different way of thinking about pedagogy. After all, content and materials could not just be taken and put up on the web. In an on-line environment, the instructor can't say, "Now for 15 minutes everyone get together in groups and work on this case study" and then walk around, answering questions and monitoring progress.

Student Responses

Pharmacy On-line students are very grateful for the opportunity to get their degree at the same time as they attend to family and work related obligations. The availability of asynchronous, on-line

coursework means that pharmacists in Thief River Falls can learn from pharmacists in Hastings and fit coursework into their busy lives.

At the same time, Janke and her colleagues find that working with these learners is one of the most rewarding parts of what they do. They enjoy the close relationship with the learners and the professional experience that these learners bring to the program. Plus, the learners are very aware of the effort that the College is making to bring them learning opportunities in their homes. As a result, when the Office of Outreach Education needs some feedback on a new idea or some help with a project, there's often someone willing to help with just a quick email to this close knit community. For Janke and her colleagues, these learners have become a part of the family.

More Information

To find out more information about the Doctor of Pharmacy Program for Practicing Pharmacists (DP4):

- visit this Pharmacy website: www.pharmacy.umn.edu/dp4
- or send email to: outreach@mail.pharmacy.umn.edu

For more information about the Technology Enhanced Learning initiative of the University:

- visit the TEL website at: www3.extension.umn.edu/tel
- or contact Sue Engelmann at: sengelmann@extension.umn.edu

■ Doreen Starke-Meyerring, Office of the Executive Vice President and Provost (EVVP)



All the News That's Fit to Print, and More! Researching Current Events On-line

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

Looking for some background on the Clinton impeachment debates?

Hoping to get a non-Western interpretation of some global event?

Using the various news sources available through the Libraries' LUMINA web page you have access to a virtual treasure trove of information on any topic of interest. Let's take a quick look at some of the options available via the website www.lib.umn.edu.

New Sources

From the home page select *News Sources*, a shortcut to getting at the indexes and full-text resources which cover current events or information from general interest publications – such as newspapers and mass-market magazines. An impressive, and long, list of options will appear. As you scroll down the listing you will see links to local and national press resources, the important Lexis-Nexis database, and a bit further down the list is the **World News Connection**. As with most library on-line resources, these databases are available *only* to current staff, students and faculty of the University of Minnesota Twin cities campus. Others would have access only by stopping into one of our many library locations here on campus.

Many of the databases and options will provide you with access to factual information on events and issues of the day; however, some do a better job than others when it comes to presenting opinion and interpretation of the events. The **New York Times** has an excellent reputation for quality and impartiality, Lexis/Nexis includes some major foreign papers, which can be important.

This column will focus on **Lexis-Nexis Academic Universe** and the **World News Connection**, a very important, though often overlooked, resource that the Libraries makes available for your research.

World News Connection: What is it?

World News Connection (WNC) contains the full text summaries of newspaper articles, conference proceedings, radio and television broadcasts, periodicals and non-classified technical reports. These articles are generally protected by copyright. Produced by NTIS (National Technical Information Services), WNC is one of those gems too good to miss.



The Foreign Broadcast Information Service is the federal agency that produces the data, monitoring and translating foreign media into English. Almost 100,000 translations are produced each year. The Libraries' Government Publications Library (in Wilson) holds the microfiche editions of WNC from the mid-1970s until the Fall of 1996, when microfiche production was stopped.

Without fancy displays and multimedia elements, WNC does an excellent job of presenting worldwide opinion and commentary (as well as news) on virtually any topic of interest.

WNC Search Options

- **Region/Topic Searching** allows you to pick a geographical area and general topic areas (for example, politics, terrorism, business and economics) along with dates of publication for quick searching of major issues of interest.
- **Free Text Searching** allows you to search through documents for phrases or concepts, as well as limiting by date of publication.
- **Structured Searching** gives you the most powerful search tools for using the database. Specific terms can be searched in particular fields (full-text, title, etc.).



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

The asterick (*) can be used as a wildcard for variant spellings or multiple related terms. You can limit by date, and you have the following Boolean operators to choose from: AND OR BUT NOT and adjacency. This option also allows you to sort your output by date of publication, title, source, region, etc.

Doing a search on **terrorist* and iraq**, I found items from the Cairo MENA, Tehran Resalat, Istanbul Milliyet, Ankara Anatolia, Beijing Xiandai Guoji Guanxi and the Moscow SSHA among other non-Western sources of news and opinion. Doing a quick search on **palestinian statehood**, limiting by date from January 1995 to the present, I found over the maximum 510 hits, with articles from throughout the world.

Detailed instructions are provided for each type of search by clicking on **Help**.

Which Option Should You Use?

Which search screen should you use? Each has benefits depending on the type of research you need to do.

- **Free Text Searching:** No complicated commands or understanding of traditional Boolean searching methods are required. Your search terms are analyzed by the system to give you a better chance of retrieving relevant articles. Articles are sorted by their probable relevance to your information needs.
- **Region/Topic Searching:** This is a quick “point and click” way to search if your needs involve particular regions and/or topics which are listed.
- **Structured Searching:** This traditional, Boolean-based approach to on-line searching is especially useful when you are looking for articles that contain the exact words you enter. It can be used to limit your retrieval to articles that meet certain conditions, e.g. contain both of the words “terrorism” and “narcotics” or have two terms within so many words of each other.

Lexis-Nexis On-line



The Lexis-Nexis on-line database is a good and very useful resource, even though universities have not been able to license (from Reed Elsevier) the more complete version used in the business world. Still, you are given access to the full-text of approximately 50 U.S. and 25 foreign newspapers, plus wire service stories and radio and television transcripts.

All searching is done by first selecting a topic or area to be searched; meaning that you will often have to perform the same search in various topics in order to do a comprehensive search of the database. Topic areas are listed below.

- Accounting, Auditing, & Tax:** Search a comprehensive selection of accounting information sources to get the information that counts.
- Biographical Information:** Get background information on a politician, movie star, sports great or any other person.
- Company Financial Information:** Get the “need to know” information about a company. Find out where a company is located, the names of its executives, financial information and much more!
- Company News:** Want to find news about a company? With a company news search, you can find out the latest information about a specific company such as Microsoft, Time Warner or General Motors.
- Country Profiles:** Obtain business analysis and country information from a wide range of sources.



- Federal Case Law:** Search case law opinions from all the major United States federal courts.
- General Medical and Health Topics:** Browse the full-text of medical journals and newsletters providing information on drug interactions, cancer, poison, disease, trauma and medical administration.
- General News Topics:** Need to know about a topic or an issue? This search form covers it all! Get today's news or glance back more than 20 years.
- Government and Political News:** Obtain legislative news from a national and regional perspective.
- Industry and Market News:** Learn about industry forecasts, trends and the forces driving an industry.
- Legal News:** Check legal newspapers, magazines and newsletters from across the country to find news information about the US legal industry and legal profession. National and State issues of legal significance are analyzed in the leading law journals.
- Legal Reviews:** Search more than 200 law reviews and law journals concentrating on national and state issues of legal significance.
- Medical Abstracts:** Search bibliographic information from the National Library of Medicine for more than 3500 worldwide clinical and research journals dating back to 1966.
- Reference and Directories:** Search the Business Reference library which contains company directories and reference publications. You can also find information on business opportunities and bio-

graphical information on political candidates, congress members, celebrities and international decision makers.

- State Legal Research:** Search the case law, constitution, statutes and other legal materials related to a specific state.
- State Profiles:** Review concise and objective facts and statistics on most U.S. states from Kaleidoscope Current World Data.
- Top News:** Get today's news from selected news sources from around the world.
- U.S. Code, Constitution & Court Rules:** Search federal statutory and administrative law from a variety of authoritative sources such as: United States Code Service, United States Constitution, and Code of Federal Regulations.

Other Important Databases

This isn't all there is.

Here is a partial listing of other databases useful to search for current topics and informed opinion. All are available through the **Indexes** option in LUMINA.



More New Electronic Journals

The Libraries' collection of electronic journals continues to grow! Please look over the growing list of titles from our home page at www.lib.umn.edu. Below are some of the newest additions to our collection.

- *China Journal*, Issues 1-28, 1979-1992, Publisher: Contemporary China Center, Australian National University. (This continues *The Australian Journal of Chinese Affairs*)
- *The Philosophical Review*, v. 1-103, 1892-1994, Publisher: Cornell University.
- *Population Studies*, v. 1-48, 1947-1994, Publisher: Population Investigation Committee.

More information about the new journals may be found on the electronic journal information pages.

■ Nancy K. Herther, University of Minnesota Libraries

- **Alternative Press Index**, 1991-present.
- **Expanded Academic Index**, 1980-present. Updated daily. Over 1000 journals and magazines, some full-text are included.
- **General Business File ASAP**, 1995-present. Updated daily. Covers business and management topics from newspapers and magazines.
- **General Reference Center (Magazine Index)**, 1980-present. Updated daily. Covers magazines, newspapers and reference books, some are full-text.
- **Newspaper Abstracts**, 1989-present. Updated weekly. Citations with abstracts to articles from over 25 national and regional newspapers.
- **New York Times** available both through FirstSearch (1994 to the present) and from NYT (with full-text for the last 90 days).

Other Important Features

Using the *New Sources* option in LUMINA, you will also find links to major national, local and international paper sites, NPR (National Public Radio), PBS (Public Broadcasting Service), CNN (Cable News Network) and other print/nonprint media, lists of CD-ROM full-text newspapers held in the Libraries, lists of current newspaper subscriptions in Wilson Library, etc.

Check it out! November is an election month. An informed public is not only our right but our responsibility. Use our library resources to help you as you form your opinions and initiate your plans.

■ Communications about this column can be sent to: Nancy K. Herther, Ed/Psych Reference Service, University of Minnesota Libraries, 108 Walter Library, East Campus; 4-2020; n-hert@tc.umn.edu

University Film and Video Materials in the Libraries

▼ On June 30, 1998, the University Film and Video (UFV) service (a part of University College) ceased operation. The UFV's web home page and on-line catalog (non-MARC records) also ceased.

The UFV collection of 17,000 videos and films were transferred to the University Libraries, along with some equipment.

Items Available in LRC

Those videos and films that were rented by University of Minnesota faculty and staff in the last two years were identified as materials needing priority processing. This

collection of approximately 2,000 items is now in the University Libraries' LRC (Learning Resources Center); and items are being cataloged.

The remaining items are in storage and inaccessible. They will be moved to MLAC, the Minnesota Library Access Center, when it is completed. (MLAC is currently being built on the West Bank.) Eventually, the Libraries hope to do a recon project to get records for all of these items in MNCAT.

The items in the Learning Resources Center may be used according to the existing LRC policies: <http://www.lib.umn.edu/lrc>

MINITEX will support interlibrary lending of these items to borrowing libraries throughout the state.

Questions?

If you have questions don't hesitate to contact Dan Donnelly in the Walter Learning Resources Center (612/624-1584).

■ Nancy K. Herther, University of Minnesota Libraries





Internet/E-mail Modem Connections: Update

▼ Networking and Telecommunications Services (NTS) are actively working to reinstate 56k modem access. Until full 56kbps service is reestablished, 26k connections are more likely. If you continue to receive busy signals during non-peak hours, you can let NTS know by calling 625-0006. NTS is logging these concerns; you can also send them email at: modem@nts.umn.edu

Read our October issue for tips on "When's the Best Time to Call" the modem pool.

Static Season

▼ If you work in a carpeted area, remember, the indoor heating season is static season. So be especially careful to discharge built-up static electricity if you need to plug and unplug computer items. An easy way to discharge static is to touch a metal object, such as a doorknob, the metal part of a computer case, or a metal doorframe.

■ Tips from the Academic and Distributed Computing Services Helpline



Information Technology Newsletter

Hardcopy Add/Change Subscription Request

Add

Change (include mailing label if possible)

Name _____

If University of Minnesota Twin Cities Campus Mail:

- Use your departmental mailing address. *Do not use your personal office address.*
- Mail processed through the Hospital mailroom must be addressed to a UMHC Box number.
- *Optional:* Include Campus Mail Code

Department _____

Department Mailing Address _____

If U. S. Postal Service:

Address _____

City _____ State _____ Zip _____

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▼ Help

Phone: Area Code = 612

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

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

Internet, E-mail and

Microcomputers and Distributed Systems 626-4276

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

Password: Forgot it?

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

NTS: 24-hour Repair Desk 625-0006

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

▼ Dial-in Computer Access

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

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

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

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

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

▼ Web and Internet Addresses

Quick Guide

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

▼ General

Phone: Area Code = 612

ADCS Hands-on Training and Seminars 625-1300

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

Computer Accommodation Program

voice/tty 626-0365

Computer Repair Services/Engineering Serv 627-4525

Computer Store, Williamson Hall 625-3854

Digital Media Center 625-5055

NTS (Networking & Telecom Serv) Helpline 626-7800

Statistical Software Support:

including SAS and SPSS 624-3330

Interim Associate Vice President and

Chief Information Officer, Steve Cawley 625-8855

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