

November 1997

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Computer Discount Program

No quantity restriction on computers or printers that qualified faculty, staff and students buy, as long as the purchases are for personal use! To be eligible staff and faculty must have at least a 50% appointment and students must be accepted or enrolled in a degree granting program. For more program information, visit the Minnesota Bookstores' Computer Store web page >

www.computerstore.umn.edu

Information Technology Newsletter

What is the Year 2000 Computer Problem?

Q: What will happen in the technological world when the clock changes from December 31, 1999, 11:59 p.m. to January 1, 2000, 12:00 a.m.?

A: Many computer hardware and software applications around the world will be at risk for failure.

Unless corrected, this failure will affect businesses worldwide. Will your department be ready by the June 1999 target date?

What Exactly is the Cause of the Year 2000 Problem?

The Year 2000 problem began decades ago from the development of software programs using two digits instead of four to distinguish the year: for example using "87" for "1987." At the time, this form of programming became an industry standard by saving valuable storage space, as well as providing simplified calculations.

The programmers never anticipated their software would still be around in the year 2000 — when the digits "00" will be considered "1900," if not corrected.



Will your
department
be ready?

Don't know?
Then try our
compliance
test.

http://www.umn.edu/oit/year2000

Everything that relies on a computer could be affected by the Year 2000 change unless the problem is corrected.

How Will Organizations Correct This World-Wide Problem?

Organizations around the world (including the University of Minnesota) must implement five crucial project phases in order to correct the Year 2000 problem. The phases are: Awareness, Inventory, Assessment, Project Design, and Conversion.

1. **Awareness:** The University of Minnesota's Office of Information Technology has increased awareness through presentations, letters alerting University administrators to the problem, and this Year 2000 website: <<http://www.umn.edu/oit/year2000>>.

A monthly discussion group has also been formed specifically for University staff regarding Year 2000 issues.

2. **Inventory:** Departments start by documenting applications, databases and purchased vendor hardware and software.
3. **Assessment:** Departments analyze their impacted inventory and decide on a correction strategy for their computer products, as well as estimating the costs involved.

The *Year 2000 Compliance Assessment Test*, available on the Year 2000 website, is a valuable tool for inventory assessment. The self-test is also available directly from this website: <<http://www.umn.edu/oit/year2000/ann.html>>.

4. **Project Design:** The department evaluates possible conversion strategies that will target all aspects of the Year 2000 project, including tools needed, employee responsibilities and guidelines.
5. **Conversion:** Modify, test and implement the compliance strategies needed.

Which Phase is Your Department In?

This procedure can take some time. Ideally, the implementation stage should be complete by June, 1999.

It is recommended that University departments get started immediately if they have not already done so. Programmers will become increasingly scarce (and expensive) until the Year 2000 deadline.

How Does the Year 2000 Problem Affect Me, Personally?

Not only will the Year 2000 change affect your work and personal computer, it will affect your everyday living. Here is an example of a worse case scenario: You stop for gas and are unable to pay with a credit card, the grocery store is unable to give you a total for your groceries, and your bank ATM machine is officially "out of order."

For More Information

For more information, consult the Year 2000 website at <<http://www.umn.edu/oit/year2000>> or send e-mail to <y2k@cafe.tc.umn.edu>. Remember! The Year 2000 is an absolute deadline. It cannot be delayed.

■ Renee Wright, Academic and Distributed Computing Service.

y2k@cafe.tc.umn.edu



Navigating the New Library LUMINA Web Interface

University
Libraries

Nancy K. Herther, University Libraries

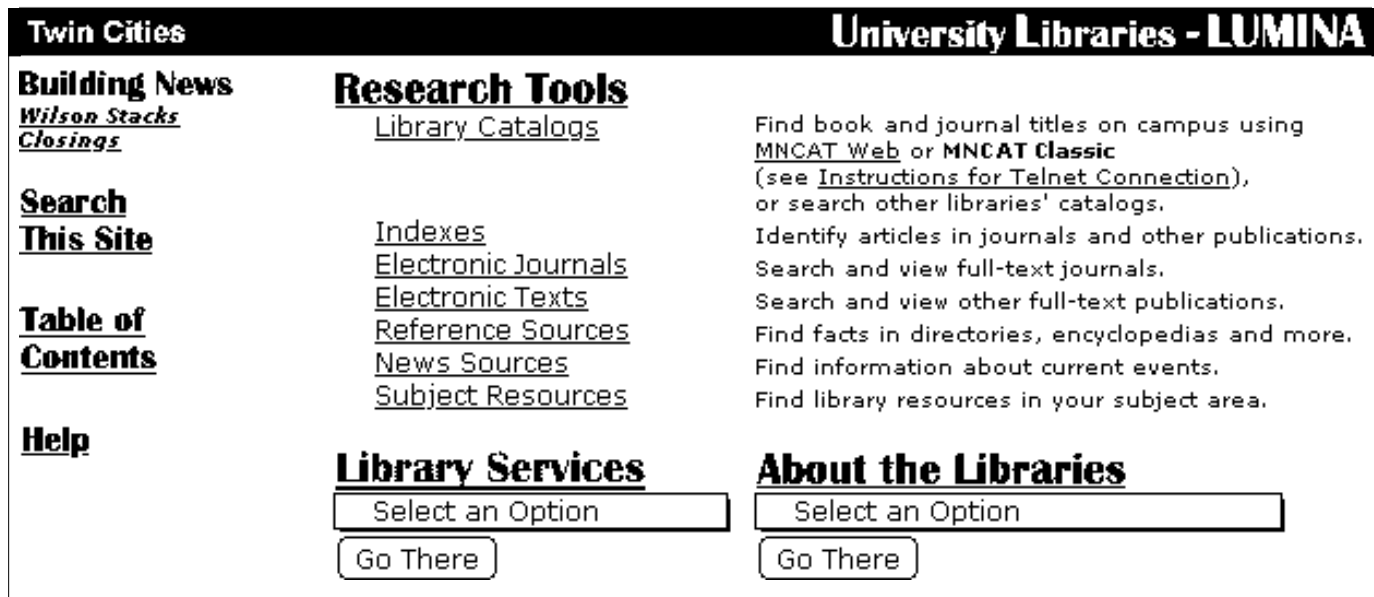


Figure 1, LUMINA: The University Libraries Home Page <<http://www.lib.umn.edu>>

Recent Changes

For many people returning to campus this fall, looking for LUMINA and our MNCAT catalog and indexes has been a surprise. Things changed over the summer! However, things haven't really changed *that* much. Our new web interface just allows us new ways to present our services and information — and we haven't lost any of our old ways either. Let's take a look.

The introductory web page for the University Libraries packs a lot of information and options into a single computer screen (Figure 1). Let's look closer at what is there and then answer some of the most common questions that readers have asked me over the past few weeks.

Yes, we still call this LUMINA, and it still provides a variety of resources — just as our Gopher and Telnet interfaces have. The screen is divided into four parts. We will look at each.

1. News, Search, Contents, Help

On the left of the initial LUMINA screen (Figure 1) are options that allow you to get the latest news on Library buildings — for example, “Wilson Stacks Closings” news about major sprinkling/life safety work. Or you can search the website for specific information, look over a table of contents for the website, or get help when you aren't sure where to go next.

2. Research Tools

This is truly the heart of the system, and what people use most often when coming to our website. This option provides you with access to MNCAT and other Library catalogs, as well as access to our electronic indexes and other web-based research tools and information which have been selected especially to help you with your research, teaching and studying needs

<http://www.lib.umn.edu>

while here at the University. Feel free to browse through some of the resources to get an idea of the variety and richness of this key resource.

The listing offers you a lot of options. You are able to search MNCAT using either the MNCAT Classic version (the old telnet text-based version) or the newer web version (with more point-and-click operations). By clicking on the *Library Catalogs* option you get access to other library catalogs from the Twin Cities area, the region, the world – as well as access, again, to MNCAT Classic or MNCAT Web.

Indexes

Indexes allows you access to any of the over 50 electronic databases available to current staff, students and faculty of the University by either:

- the old telnet, type-and-`<Enter>` method or
- the newer web-based, point-and-click method.

We also provide some useful background information on the various databases from these screens.

Electronic Journals

Electronic Journals includes some of the best ‘free’ web-based electronic journals. This section also includes access for current students, staff and faculty to some of the proprietary full-text journals which the Libraries has paid for.

It would be well worth your time to look at all of the sections here to get a good idea of some of the important tools available for you and your students in any of these areas: *Electronic Journals*, *Electronic Texts*, *Reference Sources*, *News Sources* and *Subject Resources*. We will cover these in more detail in future issues of the newsletter.

3. Library Services

This is another key area for you to peruse. Information on borrowing materials from the University Libraries, forms to allow you to suggest new titles for acquisition, lists of free Library-oriented classes on doing research, using our collections and services, are given here. We also provide a link to the campus computer helpline and information on disability services.

4. About the Libraries

This option allows you — or anyone from anywhere on the planet, or beyond — to learn more about the Libraries and our collections, services, staff and our Friends organization.

- Need quick access to the web pages for the various Library units on campus?
- Would you like to check on the hours that the Library is open?
- Need to get the phone number for a particular staff member?

About the Libraries is the place to go.

Questions About Using the New System

Can't I just use the regular MNCAT?

We now have two ways to access the MNCAT database. You are able (and encouraged) to use either or both. The old MNCAT Classic isn't going away. You can still telnet directly to MNCAT Classic, as it is called, or access it from the new web page. It's the same for the Indexes. If you are more comfortable with the older commands and access, keep using them! — I must admit that I still turn to these first myself.

Editor's Note: Your University of Minnesota Internet account lets you telnet directly to MNCAT Classic or the Indexes, whether you have a new- or old-style Interactive account or the basic Client/Server account.

Is the information the same?

The search results seem different.

The results from either MNCAT or the Indexes will look different if you choose the web versus classic versions, but the results should be exactly the same. There is no difference in the content of the databases. In fact, both interfaces search through the exact same



databases or files. There is no loss of information by choosing one interface or the other. At this point it is really just a matter of personal choice and preference.

PsycLit is available now through either the Ed/Psych web page or the Libraries. What's the difference between the databases?

Using the web you are able to make unlimited links to databases or other information. Links from the Libraries' Indexes screen, from the Ed/Psych web page or elsewhere will still lead to the same database. The web is just allowing us to, hopefully, be better able to anticipate and build information services based on your needs or interests, rather than forcing you to look for a single mention of some important fact or resource.

In the same way, it used to be that if you wanted to see if different University Libraries had some book, you had to physically go to the Library in question (or call if you were lucky to get through) to see if something was a part of their collection. Now you can check out the contents of virtually any major library collection anywhere on this planet at any time, free, from your home or office.

All of the University Library units and departments are working to create information systems that will pull together information you need from any of our collections — or from collections and services available over the Internet.

Psychology is a good example. We have strong collections in Walter Library, but we also have some good materials with the general social sciences collections in Wilson and in the medical/psychiatry collections in the Bio-Medical Library.

Can't I get into the registration section or the University web page anymore?

To get into the University web page, go to the initial Libraries web page and scroll to the bottom of the page. All you have to do is click on the copyright/ownership statement at the bottom. The *University of Minnesota* link connects you immediately to the University's web page and allows you to register for classes, check calendars, etc.

Perhaps this link will be made a little easier to visualize in the future. After all, our web page is a work-in-progress; and our Web Team continues to try to make our web page as user-friendly and useful as possible.

At the bottom of the screen you will notice an address for our WebMaster. Feel free to send a message to our Web Team to let them know your thoughts and ideas!

: -)

Future Columns

In future columns we will look at how searching compares between MNCAT Web and MNCAT Classic. If you have questions about LUMINA, MNCAT or any of the other services of the Libraries, please feel free to contact me or any other member of the Libraries staff.

■ Welcome back to campus! Have a great year! Communications about this column can be sent to: Nancy K. Herther, Ed/Psych Reference Service, University of Minnesota Libraries, 108 Walter Library, East Campus; e-mail <n-hert@tc.umn.edu>; phone 624-2020.

Two changes to the electronic on-line indexes are available from the Libraries.

Government Periodicals Index

Government Periodicals Index is no longer available on-line because Eureka has ceased offering it. In the future it will be available on CD-ROM in the Government Publications Library.

Dissertation-Abstracts International

Dissertation Abstracts is still available on-line to University students, staff and faculty; however, it is now available through the FirstSearch interface and not Eureka. The content is the same, only some of the searching procedures and commands are different.

Faculty and Staff Go To Camp To Learn Digital Technology Skills



The campers look relaxed. Some wear shorts and sandals. Some lean back in their chairs. Some cluster together while working on projects in small groups. You can hear the buzz of voices and laughter.

“Smile!” Someone snaps a picture. Others wander around, stretching their legs and looking at each other’s projects—pictures of each other, pets, the landscape, or friends and family members.

It looks and sounds a lot like other summer camps, except that these campers are not children out in the woods. They don’t go on nature walks; they don’t use scissors and glue to make refrigerator art; they don’t sing songs around a campfire.

Instead, they are faculty and staff members of the University of Minnesota—some even department heads and deans—having fun learning new technology skills while gathered around computers.

The Training Program

The Digital Media Center (DMC) promotes the innovative use of learning technologies at the University of Minnesota and supports faculty who are developing multimedia (including Internet) teaching and learning projects by providing a variety of services, including an extensive multimedia training program. The DMC, a unit of the Office of Information Technology, is staffed and supported by the University Libraries and Academic and Distributed Computing Services (ADCS).

The training program began when the DMC opened in 1995 and was originally modeled on the short courses taught by ADCS. The multidisciplinary team of trainers taught faculty how to use multimedia software packages in hands-on short courses and multimedia design skills in issue-specific seminars.

According to Kathy Olson, ADCS/DMC training coordinator, the format worked well as a starting point; but many faculty members didn’t have enough time to take the courses during the academic year.

Those new to multimedia also needed a longer, unbroken introduction to the entire multimedia development process.

In the summer of 1996, to meet this need, we developed a week-long training camp with ten seats open to faculty. Within minutes of announcing the course on our electronic mailing list, the session was filled. After adding a second session, there were still 80 names on the waiting list.

The camps were so successful that we continued to offer them during the 1996-97 academic year, along with on-going short courses and seminars. Several administrators also requested customized training. We were able to offer several customized one-day workshops to faculty and staff from the School of Nursing, Independent and Distance Learning, and the University of Minnesota Morris campus on how to use course websites for technology-enhanced learning activities for students on- and off-campus. We also developed longer customized summer camps for the College of Human Ecology and the University Libraries.

College of Human Ecology Camps

We worked with the College of Human Ecology’s (CHE) Learning Technology Center to teach CHE faculty and staff World-Wide Web publishing skills at five week-long camps this summer and fall.

The college wanted to train their staff to both use computers and then to use them to communicate with their faculty, staff, students and the wider community, according to John Sonnack, the college’s Director of Information Technology.

“The goals of the web camps are to enable faculty and staff to gain knowledge about designing and developing web-based communications systems, author web pages and perform website management, and develop web-based learning materials to compliment existing methods of instruction,” he explains on the CHE camp website at <http://tlc.che.umn.edu/webcamps.htm>.

Over 45 faculty and staff applied for 30 open seats in three sessions, so the college added sessions this summer and fall. Participants learned to





Photo: B. Martinson, Viscaya, Miami, c. 1996

DHA 5105 The History of Visual Communication

Fall Quarter, 1997, 11:15-12:55, Tuesday and Thursday, 33 McNeal Hall

Instructor: Barbara E. Martinson, Ph.D.

240 McNeal Hall, 624-4239

bmartinson@che2.che.umn.edu

effect in each department,” he told a *Minnesota Daily* reporter this summer, and that staff can make better use of their time by publishing answers on-line to questions students frequently ask them.

The strategy seems to be working. “I have told everyone who inquired about how great the workshop was for me!” M. Janice Hogan, Professor and Head of the Family Social Sciences Department, wrote in a recent email. “My learning curve in computer technology went skyward (that is probably an incremental increase to the average observer!) Thank you and all the Digital Media Center staff for the great instruction and continued support in our ventures on the Web.”

The History of Visual Communication website.
<<http://courses.che.umn.edu/97dha5105-1f/Default.html>>
Developed by a camp participant.

- build course websites
- design web pages
- understand copyright issues
- follow University web policies
- operate digital cameras and scanners
- add audio and video to web pages
- create and manage web pages with FrontPage editing software

Participants began developing their own websites during the camp. Some created personal pages, such as several mothers who developed “mom’s lists” of chores for their kids and ways for the kids to communicate with them on-line; some developed course websites; others began developing departmental websites that provided information about their programs, staff, policies and procedures.

Dan Detzner, the college’s Associate Dean, hopes that participants will pass on their new skills to others in their departments and create an ongoing support network. “We hope [the camps] will have a ripple

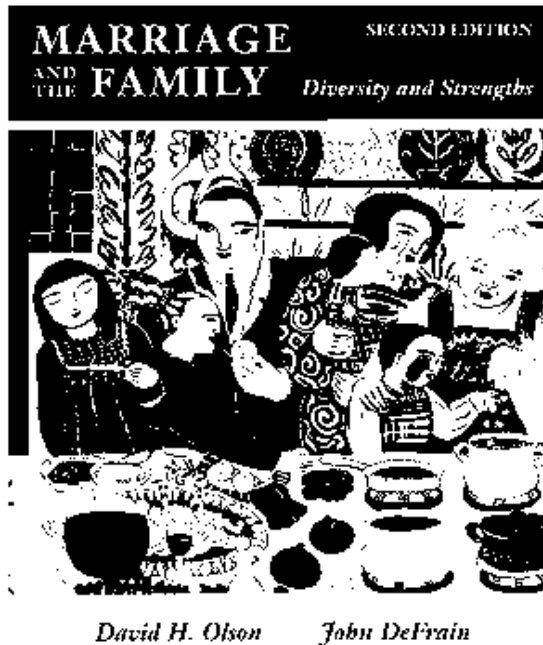
The camps were a success according to John Sonnack. “The best thing about the camps was their broad base.

Our faculty participants really picked up on the pedagogical emphasis, but there were also enough hands-on activities to keep our non-teaching staff interested as well,” he said in a recent interview. “One way to measure success is in terms of activity, and usage of our website has quintupled since the camps. Another is demand: we thought we would run out of interested participants after four camps, but we still have 30 people on a waiting list. That says a lot about how well the DMC has run and customized the camps.” The college hopes to offer a final DMC camp in December and then refresher and skills-building courses through their Technology Learning Center in the future.

University Libraries Camp

We also worked with the University Libraries to put on a camp this summer for library staff members interested in using multimedia to help faculty, staff, students and community members conduct library research.

FSoS 5200: Family Systems



Family Systems website developed by a camp participant.
<<http://courses.che.umn.edu/97fsos5200-1f/Default.html>>

Twelve staff members attended a week-long camp where they learned to

- follow a five-step design process
- operate digital cameras and scanners
- capture screen images for web presentations
- digitally edit images and audio and video clips
- author web pages with HTML
- create multimedia presentations with PowerPoint software
- understand multimedia copyright issues
- follow University web policies and the Library web style guide
- manage their sites using the Library web server

Participants also began developing their own projects during the camp, such as a website for a class on how to conduct historical research at the University of Minnesota; a website on how to conduct genealogical research at the University Libraries; a website of images and text about special collections in the Uni-

versity Libraries; procedures for adding images of art exhibition catalogs and archival photographs to library catalog records to help patrons identify sources and determine their usefulness; and templates for music bibliographic instruction and cataloging training.

University Librarian Tom Shaughnessy said at a recent meeting of library staff that digital technology is the library's future. "The Digital Media Center is a major success," he said. "It will position us for distance learning efforts in the future, and training efforts such as the summer camp will help library staff meet these challenges."

All the participants rated the camp highly, and one told Shaughnessy that all library staff should be required to take it.

"The camp was exhausting but quite wonderful!" reported Barbara Walden, Western European Social Sciences Bibliographer. "It changed my attitude a lot. I gained confidence and learned about all the resources and support available," she said as she was working on her first PowerPoint presentation the week after she attended the camp.

Dawn Littleton, a Reference Librarian at the Biomedical Library, had a similar reaction. "I realized that there was nothing magical about the technology. Now I'm looking forward to sitting down and doing web pages," she said.

Susan Gangl, an Associate Librarian in the reference services department of Wilson Library, reported that the General College's composition teaching assistants were already enthusiastic about her project—a website on how to find resources for the papers assigned in these courses—when she told them about it a week after the camp.



Future Training Opportunities

We will continue to offer multimedia hands-on short courses, short design seminars, and two-day and five-day camps to campus faculty, staff and students throughout the academic year and summer sessions.

To view current course offerings, visit <<http://training.micro.umn.edu/training/index.cfm>>. From the *View by category* menu select the *multimedia* or *design* categories.

Instructors and administrators who are interested in customized training may contact Academic and Distributed Computing Services at 625-4599. Those who have a special interest in courses that deal specifically with technology-enhanced learning may contact the Digital Media Center at 625-5055 or <dmc@boombox.micro.umn.edu>.

We plan to continue to promote the effective use of multimedia on campus by further refining our series courses, adding seminars on how to teach with technology, and providing more customized training

camps to University colleges and departments. We hope that faculty who take our courses will pass on their new knowledge to their colleagues and create learning technology support networks in their departments.

Allison Schmitt, a word processing specialist in the School of Social Work, recently told a *Minnesota Daily* reporter that a support network is already in place in the College of Human Ecology as a result of the camps.

Similarly, Beth Tice, Assistant Music Librarian, reported after the library camp, "The most impressive thing I learned was what materials and resources are out there." Several other library staff members felt the same way. Barbara Walden commented, "I came back filled with ideas and everything I wanted to know—the necessary steps I need to take to develop my multimedia projects and the resources available to help me, such as the DMC."

■ Christina L. Goodland, Digital Media Center

Late Breaking News: Enterprise Projects to Proceed

According to the October 22, 1997 campus *Brief*:

Enterprise systems projects in human resources and student systems have been given the go-ahead after a review led by VPs Bruininks, Cerra, and Jackson. Goal is to complete these projects in 4-6 years. Replacement of the financial system has been postponed; CUFS will be supported as the financial system of the U. Management team of Bruininks, Cerra, and Jackson, along with project manager Steve Cawley, "has accepted responsibility for keeping projects within budget and on schedule." Team promises to review the financing strategy "in order to minimize the assessment on units." A policy review committee will be established.

Office of Information Technology staff will support the Enterprise Systems Projects in many ways; see upcoming newsletters for details about the projects and OIT's role. The Enterprise Systems Projects' website is <<http://www.umn.edu/redesign>>. ■

Some Useful Internetworking Websites: Part II

Lawrence Liddiard, Networking and Telecommunications <liddiard@nts.umn.edu>



This November grouping of websites looks at internetworking history (past and future) and its technology. These URLs are intended to present a historical overview, followed by the specific technologies involved in internetworking.

▼ Internetworking History: Past and Future

A Brief History of the Internet

<<http://www.isoc.org/internet-history/>>

This appeared on pages 102-108 of the February 1997 *Communications of the ACM* as “The Past and Future History of the Internet.” This is a good beginning or review for all (although the timeline did not appear in the ACM publication). The ACM website is <<http://www.acm.org/>>.

The contents • Introduction • Origins of the Internet • The Initial Internetworking Concepts • Proving the Ideas • Transition to Widespread Infrastructure • The Role of Documentation • Formation of the Broad Community • Commercialization of the Technology • History of the Future • Footnotes • Timeline • References

▼ Internetworking Technology

Internetworking Technology Overview

<<http://www-europe.cisco.com/univercd/data/doc/cintrnet/75818.htm>>

Each section of CISCO System’s comprehensive routing and networking manual explains the technology and concepts of the Internet. (Note this is copyrighted material and can be copied for personal use only. For more information read the site’s copyright statement.)

Below are the sections of “Internetworking Technology Overview” followed by [mnemonic, if any] and

(number of pages). As you will see, it covers a wide range of alphabet soup topics, such as FDDI, HSSI, IGRP, PPP, RIP, and SNMP, to name a few. Several sections are quite large (a typical printing would produce ten printed pages or more): Asynchronous Transfer Mode, AppleTalk, Internet Protocols, and Simple Network Management Protocol.

- Introduction to Internetworking (7)
- Routing Basics (8)
- Bridging Basics (4)
- Network Management Basics (4)
- Ethernet/IEEE 802.3 (4)
- Token Ring/IEEE 802.5 (5)
- Fiber Distributed Data Interface [FDDI] (8)
- High-Speed Serial Interface [HSSI] (4)
- Point-to-Point Protocol [PPP] (3)
- Integrated Services Digital Network [ISDN] (6)
- Synchronous Data Link Protocol [SDLP] and Derivatives (6)
- X.25 (5)
- Frame Relay (7)
- Switched Multimegabit Data Service [SMDS] (8)
- Asynchronous Transfer Mode [ATM] (14)
- AppleTalk (10)
- DECnet (6)
- Internet Protocols [IP] (14)
- NetWare [IPX] Protocols (5)
- OSI Protocols (6)
- Banyan VINES (7)
- Xerox Network Systems [XNS] (4)
- Routing Information Protocol [RIP] (5)
- Interior Gateway Routing Protocol and Enhanced [IGRP] (7)
- Open Shortest Path First [OSPF] (5)
- Exterior Gateway Protocol [EGP] (4)
- Border Gateway Protocol [BGP] (4)
- OSI Routing (6)
- Transparent Bridging (5)
- Source-Route Bridging (3)
- Mixed-Media Bridging (5)
- Simple Network Management Protocol [SNMP] (10)
- IBM Network Management (5)
- Appendix: References and Recommended Reading (5)

▼ Internetworking Addressing

Understanding IP Addressing: Everything You Ever Wanted To Know <<http://www.3com.com/nsc/501302.html>>

This copyrighted document by Chuck Semeria of 3Com Corporation is a single html (web) file and is quite large, 133.7K. (For more information about the copyright, you can click on “legal.”) It’s also available as a 63 page PDF version which you can get directly



from this site: <<http://www.3com.com/nsc/pdf/50130201c.pdf>>.

This document includes practice exercises and answers, and it explains CIDR blocks and other techniques used to keep IP version 4 [IPv4] from running out of IP address space (or where did four billion addresses go even if you double in size every six months).

▼ Internet Standards

Internet Request For Comments

<<http://www.cis.ohio-state.edu/hypertext/information/rfc.html>>

This URL points at Ohio State University's website.

The documentation of the Internet is by *Requests for Comments* [RFCs] that are the Internet engineering and standards documents used to define, design and operate the Internet.

RFCs are also available by FTP from <<ftp://ds.internic.net/rfcoften>>, a busy site. The RFC directory is 117K bytes to download.

Examples of RFCs relating to this month's topics are:

- 2101 IPv4 Address Behaviour Today. B. Carpenter, J. Crowcroft, Y. Rekhter. February 1997. (31407 bytes)
- 2071 Network Renumbering Overview: Why would I want it and what is it anyway? P. Ferguson, H. Berkowitz. January 1997. (33218 bytes)
- 1983 Internet Users' Glossary. G. Malkin. August 1996. (123008 bytes) (Obsoletes RFC1392) (Obsoleted by FYI0018) (Also FYI0018)
- 1958 Architectural Principles of the Internet. B. Carpenter. June 1996. (17345 bytes)
- 1935 What is the Internet, Anyway? J. Quarterman and S. Carl-Mitchell. April 1996. (30369 bytes)

▼ Parts I and III

Part III will concentrate on internetworking tools and comprehensive guide sites. Part I appeared in the October 1997 issue and covered general guidelines to the Internet. ■

INFORMATION TECHNOLOGY NEWSLETTER

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Published monthly by

the Office of Information Technology, editor, Mary Kelleher, <oitnsltr@tc.umn.edu>. Subscriptions are free but are mailed only within the USA. Electronic versions of each issue will be available as HTML (web) and PDF (Acrobat) documents. Look for them on the Office of Information Technology's website at <<http://www.umn.edu/oit/newsletter>>.

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▼ Help**Monday–Friday**

CCO (BASIS/AIS/CCS), 7 am–4:30 pm 624-0555
 central systems: IBM, EPX, NVE, UZ, VX, VZ
 web: <http://www.umn.edu/cco>
 Internet/E-mail, 8 am–5 pm 626-4276
 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.
 Microcomputers, Distributed Systems 626-4276
 9 am–4 pm, 152 Shepherd Labs and 50 Coffey Hall
 1-4 pm, 93 Blegen – web: <http://www.umn.edu/adcs/>
 NTS: 24-hour Repair Desk 625-0006
 web: <http://www.nts.umn.edu>
 Training Library, ADCS Short Courses 625-1300
 web: <http://training.micro.umn.edu/>

▼ 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>
- Students (manage your academic program)
<http://www.umn.edu/tc/students/academic.html>
- UM Bookstores – <http://www.bookstore.umn.edu>
- UM News Server: news.tc.umn.edu
- UM Twin Cities – <http://www.umn.edu/tc>

▼ Dial-in Computer Access

Internet/SLIP: up to 28,800 bps (V.34) 627-4250
 Internet/SLIP: ADI and ITE (with MKO) 3-0291
 SecurID Access High Speed (V.32) 19200-N81 6-1061
 2400-N81 (no parity/8 data bits/1 stop bit) 6-7770

▼ General**Phone**

Computer Store, Williamson Hall 625-3854
 Computer Repair Services/Engineering Services 7-4525
 CUFS 4-1617
 Digital Media Center 5-5055
 Disability & Computing Services voice/tty 6-0365
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