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# Information Technology

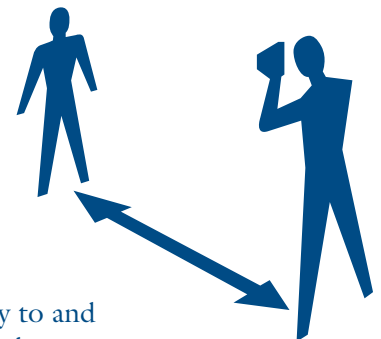
Newsletter

## Video Network Services

### A new service

**T**he Office of Information Technology (OIT) acquired Interactive Television and UMR-Television Engineering on July 1, 2001; the combined unit was renamed Video Network Services (VNS).

VNS is available to provide video conferencing (Interactive Television), video streaming, satellite teleconferencing, video tape duplication and video technical consultation and support services to all University credit and non-credit faculty and staff through the integration of the University of Minnesota's fiber, data and campus cable networks.



### All campuses

Video Network Services provides video conferencing connectivity to and from all the University of Minnesota campuses: Twin Cities, Crookston, Duluth, Morris and Rochester Center.

### Specially equipped rooms

Data lines provide two-way video and audio links to specially equipped rooms so instructors and students or meeting facilitators and participants can hear and see each other.

VNS oversees the maintenance and scheduling of 165 Peik, Rarig Center Studio C, 145 and 155 Peters and Magrath Library No. 4. These rooms are electronic classrooms equipped with a document camera, videotape playback or record, scan converters for computer presentations and Ethernet connections. These rooms are also available for video streaming your class, presentation or conference.

There are other ITV (Interactive Television) rooms on campus that have connectivity to the UM-ITV network; they include 215 Donhowe (HR), 20 Mondale Hall (Law), Moos 5-125 (AHC), BsBE 2-101 and 100 Murphy (Journalism).

### **METNET**

The University is a member of METNET. This membership enables VNS to provide video conferencing connections to the statewide Distant Learning Network of Minnesota which includes Minnesota state, community and technical colleges, experiment stations and K-12 sites.

The Rhetoric department on the Twin Cities campus is a frequent user of the METNET lines. Rhetoric has established a collaborative partnership with Southwest State in Marshall, Minnesota. Each semester the Rhetoric department offers 6-8 credit courses that originate in the Twin Cities and connect to students in Crookston, Rochester and Marshall.

### **ISDN support**

VNS can also provide ISDN service to connect credit course and non-credit events to sites beyond the University of Minnesota or state network to access national and international video conferencing sites.

### **Increased conferencing requests**

The tragic events of 9/11 led to a noticeable increase in conferencing requests to various national and international sites, including Amsterdam, France, Israel, Canada, San Diego, New York, North Carolina, Virginia, Arizona, Hawaii, Duke, Cornell and the NIH for such clients as Cystic Fibrosis Research, Water Resources, Supercomputer Institute, CURA, Microbiology, State Department of Health, CGES and OBGYN.

### **A busy fall semester**

Fall semester, 2001 has proven to be a busy one for the six full time VNS staff members. The master control room was staffed Monday through Saturday, (7 a.m. to 9 p.m.) to provide connectivity for 62 credit courses scheduled over the ITV network from the Twin Cities campus to the coordinate campuses and beyond. Of the 3000+ hours of scheduled network time, VNS provided student room operators for approximately half of those hours to assist instructors in the ITV rooms on the Twin Cities campus.

Non-credit use of the interactive video network included numerous meetings, workshops, training sessions and other conferencing requests for regular users, such as the Undergraduate Deans Council, HR Professionals, Student Senate Consultative Committee, Academy of Distinguished Teachers, AHC, Social Work, Provost's Office, Registrar and College of Agriculture.

Again, the terrorist events of 9/11 led to some last minute conference requests for Veterinary Outreach as they planned a couple of statewide conferences on Bioterrorism. The Journalism department also did a timely videoconference on "Covering Bioterrorism."

### **Video conferencing and streaming**

Currently VNS provides video conferencing for credit course activity at no charge to the department or college. Non-credit events are minimally charged to cover room maintenance and student operator costs.

Video streaming is another service provided by VNS. Using the video conferencing electronic classrooms, VNS can provide synchronous and asynchronous streaming for credit and non-credit video events. By January 1, 2002 this service should have a rate sheet and a request and scheduling procedure in place to accommodate any campus streaming needs.

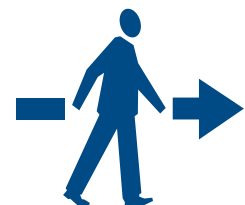
### **Training and workshops**

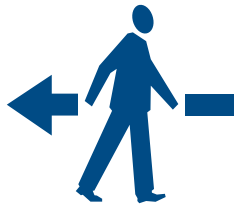
Video Network Services staff are available to provide faculty and staff training workshops and individual consultations in the use of video conferencing and video streaming for credit course and non-credit applications. To help orient credit course instructors to the electronic classroom environment, a new videotape is available upon request.

### **Satellite services**

VNS can provide reliable satellite uplink and downlink services.

Uplink services include video teleconference broadcast links from campus locations; for example, the President's State of the U address was uplinked this past fall so that the coordinate campuses and news agencies would have access to it.





Downlink services include programs distributed via satellite KU or C band signals that VNS can receive and route to appropriately equipped sites on campus and/or video record them for future reference.

The Financial Aid department has utilized the downlink services to provide their staff with regular federal updates.

### Duplication and conversion services

VNS offers high-quality duplication services for most videotape formats, using time-based correction to deliver the best quality. VNS can also convert your video to or from international standards, such as PAL, SECAM and NTSC. Customers should call to verify available video formats, costs and timelines to complete job requests.

### Think VNS whenever...

Contact Video Network Services when you need video links from campus locations for live over flow feeds, broadcast feeds, and video network feeds to the coordinate campuses or for streaming video. In addition, VNS will be working with the newly formed video production unit of the Digital Media Center to provide the technical support for special events sponsored by campus units. This past fall these events included the President's State of the University Address, Student Convocation and the Minnesota Medical Foundation Annual Meeting where the clients wanted either uplinks, video taping or to have their programs be an enhanced visual experience for their audience.

You can also contact VNS staff for design and installation of electronic classrooms.

■ Lyn Weiler, Video Network Services — more information is available on the VNS Website: <http://www.umn.edu/vns>



## Expanded Laptop Rental Options

**OIT offers additional laptop checkout services for the U of M community!**

**T**he Office of Information Technology (OIT) offers two laptop checkout programs for the University community. These laptop services are administered by two OIT units: University Computer Services (UCS) and Academic and Distributed Computing Services (ADCS).

### Overnight program: a new service

UCS offers an overnight laptop checkout service for current University faculty and staff. This new service allows faculty and staff the flexibility of checking out laptops overnight and/or for an extended period of time. Overnight laptops cost \$25.00 per weeknight and \$50.00 per weekend per laptop.

For more information, call UCS at 612-624-4800 or visit the UCS Website at: <http://www.umn.edu/ucs/>

### Day-only laptop program

ADCS offers a day-only laptop checkout program for registered University of Minnesota students, faculty and staff. The per day costs for this service are \$3.50 for students and \$10.00 for faculty and staff paying via a departmental CUFIS number.

For more information on this service, call 612-625-2975 or visit the day-only laptop checkout program Website at: <http://laptoprental.umn.edu/LaptopRental/>

### Available laptops

Both programs offer two types of laptops for checkout:

#### Apple iBook

- 366 MHz G3 processor
- OS 9.1 and Microsoft Office 2000, which includes Word, Excel and PowerPoint
- CD-ROM drive
- built-in airport cards for wireless on-campus use

#### Dell Inspiron 3800

- 500 MHz celeron processor
- Windows 98 SE and Microsoft Office 2000, which includes Word, Excel, Access and PowerPoint
- CD-ROM drive and a floppy drive
- network cards are included for wireless on-campus use

■ Renee Halvorson,  
University Computer Services

# Grant Winners Improve the Learning Experience of Minnesota Citizens

**P** sychology students complete their degrees online. Design students discover the connections between design and well-being. Pharmacy students learn effective patient-care assessment and interviewing practices via the World-Wide Web. It may sound a little far-fetched, but by utilizing digital technologies, University of Minnesota faculty members will soon offer many such learning experiences to their students:

- University of Minnesota, Duluth psychology students will be able to access streaming video and audio presentations of faculty lectures and library resources (including the 1962 B.F. Skinner–Carl Rogers debate in Duluth) while completing their degrees online.
- The Goldstein: A Museum of Design will deliver digital exhibitions of 20 designed objects relating to health-exhibits developed by students and faculty in the Department of Design, Housing and Apparel via its Website.
- 315 College of Pharmacy students will complete a three-year patient care skills laboratory that incorporates streaming video of sample cases and real-time video conferencing to facilitate self-assessment and peer review of students' own patient care skills.

## Small Grants Program for Technology-Enhanced Learning

These and other projects will be developed by University of Minnesota faculty members thanks to the Technology-Enhanced Learning Small Grants Program sponsored by the Office of the Executive Vice President and Provost (EVPP) and the Office of Information Technology (OIT). The program awards grants of up to \$30,000 to faculty members from throughout the University to develop and implement technology-enhanced learning (TEL) projects that improve the learning experience of Minnesota citizens.

**T**his year, 26 faculty submitted proposals by the November 2 deadline. A committee comprised of faculty members and instructional technologists awarded 13 grants based on the following criteria:

1. Evidence of the project's programmatic significance (i.e., its long-term sustainability, vertical integration within a departmental curriculum, and/or horizontal integration across a range of departmental or collegiate curricula).
2. Relevance of the proposed project to this year's thematic foci, human health issues and streaming media delivery.
3. Significance of the project's proposed contribution to the advancement of TEL.
4. Feasibility of the project's timetable and adequacy of proposed budget.
5. Quality of the project's evaluation plan.
6. Evidence of department/unit support and connection to the unit's compact (i.e., the unit's TEL goals as stated in its compact).

As happened last year, the grants will fund a wide variety of TEL projects, such as instructional CD-ROMs, interactive online tutorials, streaming video projects and digital scientific and artistic archives. Grant recipients will meet with the leaders in their departments and colleges to coordinate their projects with other efforts, develop summaries of their projects that will be published on line, attend five meetings with other grant recipients, present their projects at a TEL seminar and submit evaluation reports within one year of the date of the awards.

## More Information

You will be able to read the winning project proposals, progress reports, and other information during the coming year on the Digital Media Center's (DMC) Website, in the TEL Small Grants section at: <http://dmc.umn.edu/programs.shtml>

For more information, contact Chris Scruton, Digital Media Center, Office of Information Technology: 612.624.3519 or [scru0002@umn.edu](mailto:scru0002@umn.edu)

■ Chris Scruton, Digital Media Center

**Table 1: Thirteen Small Grants Awarded  
part 1**

<b>Contact</b>	<b>Campus</b>	<b>College</b>	<b>Department</b>	<b>Project</b>
<b>Bud McClure</b>	Duluth		Psychology	Maximizing Technology in Teaching Psychology: Video and Audio Streaming Resources for the Online Psychology Program
<b>Sandra Becker</b>	Twin Cities	College of Agriculture, Food and Environmental Sciences	Rhetoric	The Work of Technical Communication: Bridging Theory and Practice with Technology Enhanced Learning
<b>Lori Anderson</b>	Alexandria	Extension Service		The Adaptation of the University of Minnesota Extension Service's Certified Food Manager Renewal Course to an Online Course Offering
<b>Alvin Beitz</b>	Twin Cities	College of Veterinary Medicine	Veterinary PathoBiology	Neuroscience Multimedia Website
<b>Kristin Kari Janke</b>	Twin Cities	College of Pharmacy	Office of Outreach Education	An Assessment of Two Way, Real-Time Internet-Based Streaming Audio for Online Group Discussion
<b>Daniel Shaw</b>	Twin Cities	College of Architecture and Landscape Architecture	Landscape Architecture	Creating Digital Media for Online Use: A Web-Based Project to Integrate Interactive and Streaming Media into LA 5403: Identification of Minnesota Flora
<b>Lindsay Shen</b>	Twin Cities	College of Human Ecology	Design, Housing, and Apparel	Design for Health: A Digital Exploration of the Connections Between Design and Well-Being

**These and other projects will be developed by  
 University of Minnesota faculty members  
 thanks to the Technology-Enhanced Learning  
 Small Grants Program sponsored by  
 the Office of the Executive Vice President  
 and Provost (EVPP) and the  
 Office of Information Technology (OIT).**

**Table 1: Thirteen Small Grants Awarded  
part 2**

Contact	Campus	College	Department	Project
Kristin Kari Janke	Twin Cities	College of Pharmacy	Office of Outreach Education	Fostering Peer Review, Self Assessment and Improved Patient Care through Streaming Media Performance Review with Developing Professionals
David Walk	Twin Cities	School of Medicine	Neurology	A Pilot Proposal for an Integrated Web-Based Neurology Curriculum for Students and Residents in the Health Sciences
Kim-Sue Tudor	Twin Cities	School of Medicine	Laboratory Medicine and Pathology	Clinical Laboratory Science CD-ROM Tutorial Library: Urine and Body Fluid Tutorial and Immunohematology Tutorial
Robert Adams	Twin Cities	College of Architecture and Landscape Architecture	Architecture	The Polyphonic Field of Babel
Kenneth Hodgson	Morris	University of Minnesota, Morris	Humanities Division	Impacting Student Singers through Incorporation of Streaming Audio/Visual Media of Choral Rehearsals
Murray Jensen	Twin Cities	General College		Implementing and Evaluating the Use of Computer Peripheral Equipment in the Entry Level Human Anatomy and Physiology Laboratory

**The program awards grants of up to \$30,000 to faculty members from throughout the University to develop and implement technology-enhanced learning (TEL) projects that improve the learning experience of Minnesota citizens.**

# Fangs for the Memories!

## Surviving Hype in the Information Age

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

**R**ecently a very irritated faculty member called to ask for help in finding information when all you have is some rather sketchy information to go by.

This faculty member had seen a 'headline' on the 'new' CNN Headline News on cable. About a year ago, the network made some major changes to the Headline News and its physical appearance. As a part of this, they now run weather reports, stock market information and 'headlines' at the bottom of the screen (with the news reader in a box in just a portion of the screen).

The headline that caught this faculty member's eye said a majority of seniors were now using the Internet regularly. Were these high school seniors? College seniors? The faculty member wanted to get more information and had waited an hour for the news reader to make a report. It never happened. He was confused, angry and not well-informed.

I tuned in and watched the broadcast myself; and, yes, the 'headlines' seem intended more as teasers than real encapsulated information. The day I watched, one headline that caught my eye was: **Fangs for the memories: D'backs win world series**. Clearly the outcome of the World Series is noteworthy; however many of the other 'headlines' are not: **Robert's Mystery Woman: Downey, Jr. Dating LA Fashion Store Employee**.

This faculty member also had invested another hour going on the Internet; however, thousands of Websites came up and nothing seemed on target. He was ready to give up.

**S**o, how can we find real information from such cryptic bits of information that seem more common in today's news world?

Ah, the Libraries to the rescue! Our databases are very robust and flexible and offer some wonderful ways around these trendy journalistic efforts to hook users to staying tuned!

### Where can we go?

First, let's remember the sources of much of our newscasts: press releases and wire service reports. Just as CNN can access these, so can you! Using **LEXIS-NEXIS Academic Universe** you can select the **NEWS** section. On the menu is an amazing collection of critical resources. Selecting **Wires** provides the full-text of news releases from hundreds of sources worldwide. These are updated continuously and include many very interesting sources from smaller presses and virtually every corner of our world.

Another excellent choice is **Transcripts** where you can search the full-text of much of television and radio-based news reporting. From public radio to MSNBC to the Official Kremlin International News Broadcasts to ABC, CNN and CBS news programming. You are able to search through the full-text, and new information is added daily. Many, such as CNN, are updated throughout the day.

### What do we know?

To help this faculty member, what do we know? We know, at the core, that we are looking for "seniors" use of the "internet." We also have an approximate date of when a news transcript or wire report would have been made.

Going into **LEXIS-NEXIS Academic Universe**, we choose the **NEWS** section, then **Wires**. We type in **seniors and internet** and select the date range (this

**"You see, but you do not observe."**

**Sherlock Holmes speaking in Sir Arthur Conan Doyle's A Scandal in Bohemia, 1892**

happened in early September 2001). When we did this, up came three hits from September 9 and 10 including a 586-word wire report from Newsbytes with the title: "Seniors A 'Fervent Few' Online, Surveys (sic) Says.". The seniors in question, it turns out, are the over 64 year-old type of senior. The press release further states that the survey was just released by the Pew Internet & American Life Project. The wire report ends with this note:

"The Pew Internet & American Life Project can be found online here:  
<http://www.pewinternet.org>."

Not only have we been able to verify and better define the basic information, we now have an outline of the report's results, information on the authoring agency and even their Web address. If you go to the Pew Website, in fact, you will be able to read, print or download the full report in PDF format.

Perhaps we've been spoiled by the wonderful databases and other resources available online through the Libraries. The vocabulary is controlled; the resources are carefully chosen and generally come without typos or other irritating problems. On the other hand, using the Web is often a poor first-choice for research.

## What does make sense?

Hoping to use the Web for your research? Feeling a little timid? Try these ideas:

1. Before doing a Google or other general Web search, try something else (books, databases, etc.). The Web is best for either very focused research or for recreational cruising. Browsing on the Web for research can be compared to going to garage sales for shopping. You may get lucky; but more likely you will just waste a lot of time. Try one of the 200 online databases available through the Libraries. Many of these are updated throughout the day to give you up-to-the-minute information.
2. Go with what you know. Don't assume anything. It's often what we *don't* know or that we assume that will get us in trouble.
3. Use specific terms that are bound to be used in the reporting. Remember: in most full-text databases you are searching the *text* of the documents not a controlled vocabulary.
4. Start with a broad, general term; then begin to refine your search.

# They cloned Hitler's nose!

If you are really looking for shameless, tacky journalism, check out the tabloid press. If nothing else, they provide a moment of levity in an otherwise serious day. The British have a long history of tabloid-style presses. Most of these presses have their own dedicated Websites. Believe it or not, perhaps the best source for finding specific articles from the *News of the World*, *Daily Mail*, *Daily Express* and *Daily Mirror* is through **LEXIS-NEXIS ACADEMIC UNIVERSE**, which is available through the **ArticlesAndMore** option in **LUMINA**:  
<http://www.lib.umn.edu>

Go to **NEWS**, select **World News** and then **European News Sources**. You can learn far more about the British royal family, European sports and other topics than you might imagine possible.

I wasn't able to find any major American tabloids (*The Globe*, *National Enquirer*, etc.) available through Libraries' databases. (Probably something to be proud about.) To get at these, you must go to the individual Websites. However, not to be beaten by the Brits, American tabloids provide some of the most ridiculous 'news' pieces imaginable.

My choice for the worst possible place to get information? **WEEKLY WORLD NEWS** at  
<http://www.weeklyworldnews.com/index.cfm>

Check out these headlines:

**I WAS BIGFOOT'S LOVE SLAVE!**

**THEY'VE CLONED HITLER'S NOSE  
- AND THE DAMNED THING HAS  
SPROUTED A MOUSTACHE!**

**ALIEN BLOB ATE MY TRUCK!**

**HUMAN BRAINS TRANSPLANTED  
INTO RACEHORSES!**

Who writes this stuff? Who cares? It's so silly it's worth a good laugh. Just don't believe it!

■ Nancy Herther, University Libraries



5. Watch for different spellings. Remember, when you are searching the full-text, you do not have a list of control terms to guide you (for example, to get more complete results, use both Taleban and Taliban and both labor and labour).
6. If at first you don't succeed, try another term and another. It only takes a few seconds.
7. Examine any piece of solid information that you get and look for additional clues.

**“It has long been an axiom of mine that the little things are infinitely the most important.”– Sherlock Holmes speaking in Sir Arthur Conan’s *A Case of Identity*, 1892.**

8. We have over 200 online databases; if you need to, try another database.
9. Use the Web once you have a clear lead or set of terms.
10. Consult with experts whenever possible.  
Not sure who is *your* library subject specialist?  
Check out this Website and find out!  
<http://www.lib.umn.edu/about/selector.phtml>

Feel a little like Sherlock Holmes out on a case? Well, you are. Just as government strategists realized after 9/11 that they needed to think ‘out of the box’ to better anticipate and plan for future events, our information age requires that we take a new approach to our research. The Web has made more information accessible than ever before. How much of this is *useful* information, of course, is a whole different issue.

## Questions?

Do you have questions of your own, and you're not sure how to proceed? Who to believe? Where to start? Take out your campus map and mark an “x” on any of our friendly campus libraries. You couldn't have a better resource. We are here to serve!

■ 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](mailto:n-hert@umn.edu)

# Arts and Humanities Citation Index

## Available back to 1975!

The Libraries have added 22 years of coverage to this popular index.

*Arts and Humanities Citation Index (AHCI), produced by the Institute for Scientific Information (ISI), lets you find which authors have cited other authors in publications covering: arts and humanities, including archaeology, architecture, area studies, art, classics, dance, film, folklore, history, language and linguistics, literature and literary reviews, music, philosophy, poetry, radio and television, religion and theology and theater. AHCI offers many helpful search features, such as:*

- *limiting your search to the most recent 1-2-4 weeks, or any year back to 1975*
- *saving a query to run again at regular intervals*

**The Libraries have added 22 years of coverage to this popular index.**

## How'd we do it?

To make this enhancement possible, we had to cancel the version of the database offered by OCLC FirstSearch (which only went back to 1980), as it was cost-prohibitive for us to carry a duplicate subscription. However, we think our users will find the ISI version extremely powerful as well as in-depth.

For more information please check out the Libraries' Website or contact any reference unit:  
<http://www.lib.umn.edu>

■ Nancy Herther, University Libraries

# More Website Management Tips

## URL redirection with Apache

In last month's OIT newsletter we looked at redirecting generic "404 Not Found" errors to a page that gives a more friendly message. This month we will show you how to automatically redirect a request for one Web page to a different Web page.

### Why use redirection?

You can use redirection to improve your audience's experience. Maybe you want to be able to publish a short URL for a page that actually has a long, complicated URL. Or maybe you reorganized your Website or your department was reorganized, and now URLs that used to work are outdated or no longer exist. Despite these internal changes, you want requests for a popular page to continue to work at its former URL.

A redirect can allow your audience to remain unconcerned about changes on your site because their usual bookmark, link or published URL would be redirected to the new location of the document they've requested.

### Available on Web Hotel

Apache Web server software may allow us to redirect requests for one page (URL) to another URL. (Apache Web server software runs on the Web Hotel, Personal Web Space and many other Web servers here at the University of Minnesota.)

To implement this redirection, create an Apache configuration file named

```
.htaccess
```

This file affects the directory where it resides and any subdirectories.

### Important: permission to read

The ".htaccess" file needs permissions similar to those of your Web pages; that is, the Web server must have permission to read that file. The file permissions are very important. If the Web server does not have permission to read ".htaccess," you could inadvertently deny everyone access to your Website.

### Recipe for redirection

1. Create a plain text file named .htaccess. (If you already have an .htaccess file, you can edit it to add the lines described below.)
2. Give it the same permissions as your Web pages.
3. Add a line similar to the example below to that .htaccess file. This line routes requests for one page to another page, and it uses the Apache directive Redirect to implement this rerouting.

The Apache directive is case-sensitive; its syntax is:

```
Redirect path URL
```

## Want to learn more?

Sign up for a class.  
In our Web Development category you will find many hands-on classes, such as Web Server: Basics; that basics class includes information about using the Apache Web server software that is run on Web Hotel. Our Winter training schedule is posted online at:  
<http://training.micro.umn.edu/ShortCourses/>

### Figure 1

```
Redirect /statsoft/resources.html http://www.umn.edu/statsoft/doc/resources.html
```

#### Syntax review:

1. Redirect (a case-sensitive Apache directive)
2. /statsoft/resources.html (the path that is to be redirected)
3. http://www.umn.edu/statsoft/doc/resources.html (the URL we want visitors to be redirected to)

### Figure 2

```
Redirect /statsoft/statnotes/ http://www.umn.edu/statsoft/doc/statnotes/
```

### Figure 3

```
Redirect /uttc/index.html http://training.micro.umn.edu/ShortCourses/
```

### Example 1

I'll use our Statistical Software Helpline Website <<http://www.umn.edu/statsoft>> as an example. That "/statsoft" site has an ".htaccess" file with the line shown in Figure 1. As required, the .htaccess file is in our main Web pages directory.

Once this "redirect" is in place, requests to access this page:

```
http://www.umn.edu/statsoft/resources.html
```

will automatically be redirected to this page:

```
http://www.umn.edu/statsoft/doc/resources.html
```

It does not matter if "/statsoft/resources.html" exists; requests for it will nevertheless be redirected (Figure 1).

### Example 2

The Apache Redirect directive does not require that you enter a complete path; you can specify the beginning of a path to a URL.

For example, the directive in Figure 2 specifies that requests to our site using a URL containing the string

```
/statsoft/statnotes/
```

will be rerouted to

```
/statsoft/doc/statnotes/
```

### Example 3

You can also redirect page requests to another server. For example, we use the directive in Figure 3 to redirect our University Technology Training Center (UTTC) URL, which resides on Web Hotel, to another host. This directive allows us to publish our UTTC URL as:

```
http://umn.edu/uttc
```

which will be redirected to:

```
http://training.micro.umn.edu/ShortCourses/
```

■ Curt Squires, Academic and Distributed Computing Services, [csquires@umn.edu](mailto:csquires@umn.edu)

▼ 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](http://news.tc.umn.edu), [news.umn.edu](http://news.umn.edu)

.....

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

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