IT TIMES

http://ittimes.ucdavis.edu/

EDITOR'S NOTE

Technology, media, Nintendo, and teaching. With this special edition of the IT Times, we're focusing on a common thread that weaves these divergent concepts together: instructional technology services and accomplishments at UC Davis.

If you're interested in the changing face of technology in education at UC Davis, there's a lot here to pique your interest. We hope you have as much fun reading the articles and thinking about the possibilities as we had putting this special edition together.

Please note: The issue is run in its entirety in print to showcase the depth and breadth of the work all the talented artists in Mediaworks contribute to teaching and research at UC Davis.

ROGER ASHTON, GUEST EDITOR
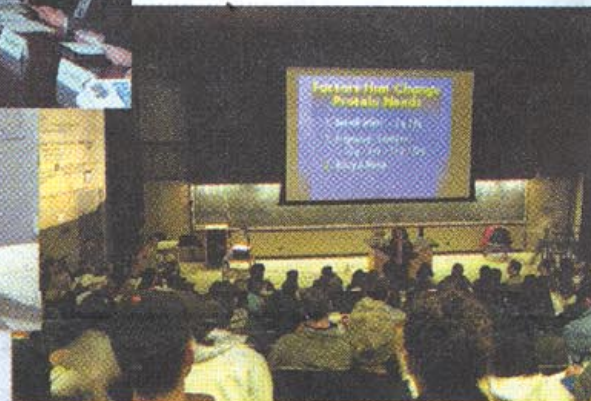
The Changing Face of Technology in Education at UC Davis

SPECIAL EDITION

The Future of Technology at UC Davis

BY RICHARD PLANT, CHAIR, ACADEMIC COMPUTING COORDINATING COUNCIL

AC4 Chair, Richard Plant

Jim von Rummelhoff/Mediaworks

With the onset of "Tidal Wave II," the campus will no longer be able to respond to increased enrollment pressures by adding faculty and staff: there simply isn't enough time to construct the buildings needed to accommodate the large enrollment growth anticipated by 2010. This is not a situation unique to UC Davis: over the next ten years, the ten campuses of the University of California system, by Master Plan Mandate, must accommodate over 60,000 new students. At UC Davis, we are expected to grow from 25,000 to approximately 31,000, a growth rate of about 2.2 percent per year. Clearly, with this growth comes a number of opportunities and challenges. We have no choice but to become more efficient in our use of resources. One of the most important ways to achieve this goal is to make more effective use of technology in teaching and research.

Improved Communication and Coordination

A few years ago, the campus developed a coordinating framework designed to identify campuswide technology opportunities and improve productive communication. Given how fast technology evolves, we need to ensure that we can identify and address the needs and challenges of students, faculty, and staff. Information and Educational Technology (IET) has increased efforts to communicate with the campus community, particularly through mechanisms like the Technology Infrastructure Forum (TIF), the Technology Support Program (TSP), and targeted online publications (such as the Faculty Technology Guide, see page 8). In addition, many of IET's resources for faculty have been consolidated into a single entity, Mediaworks, which Director Harry Matthews describes elsewhere in this issue (see page 4).

Equally important is the role that the two coordinating councils, the Academic Computing Coordinating Council (AC4) and the Administrative Computing Coordinating Council (AdC3), play in setting the direction for technology planning, implementation, and coordination. Both councils meet monthly to discuss issues related to information technology. In recent months, the AC4 and AdC3 have investigated critical projects that, through the application of new technologies, promise to improve the ways in which we teach, study, do business,

Nutrition and Animation: Students Can't Get Enough

A profile of Dr. Liz Applegate

BY AUTUMN BOUCK

It's the beginning of the quarter, and Chemistry 194, UC Davis' largest lecture hall, is brimming with students: filling every seat, sitting on the steps, standing in the back, waiting in the foyer. They are all hoping to get into Nutrition 10, a popular general education course. The class is popular, mainly due to Dr. Liz Applegate. Her enthusiasm, expert knowledge, and informal style make her undergraduate classes the nation's largest, with enrollments exceeding 2,000 annually. "Chem 194 has 440 seats," says Applegate, "and this quarter there are about 280 students on the waiting list."

Long known as an excellent teacher and a recipient of the UC Davis Academic Federation Award for Excellence in Teaching in 1997, Applegate is always looking for new ways to make her classes more compelling. Lately, she has been working with Mediaworks, Information and Educational Technology's newest department, to create animated slides in PowerPoint that illustrate complex concepts and engage students in new ways.

Helping Students Connect Concepts to the Real World

Most students take Applegate's nutrition classes to fulfill a general education requirement in science. But Applegate feels this is her opportunity to share the latest, practical nutrition information with them. "There are always new products on the market, like Fat Blocker for example, or new discoveries about nutrition. I can share this information with students to help them practice better

Dr. Liz Applegate teaches a crowded lecture hall full of Nutrition 10 students. Using animated PowerPoint slides helps her explain difficult concepts.

Debbie Aldridge/Mediaworks

nutrition in their own lives," she says. "That makes the information more relevant and useful to them." To do this, Applegate constantly researches studies, products and popular perceptions of nutrition topics. "*People Magazine* is perfect for me. If they have a story about anorexia, I can use that in my class, and my students will relate to it," she says. "I have to keep my information current." She also works hard to help her students tie nutrition concepts to their daily lives and go beyond memorizing concepts to applying them to real life issues.

Her efforts help balance the challenges that come with large classes. "If you lose one student's attention, and they begin fumbling with their things, it can be like a chain reaction, and all 500 students can lose attention," she says. Another challenge Applegate faces is explaining difficult concepts to her students, most of whom have not taken any science classes since high school. "Some of these topics are really tough," she admits. "Even doctors can be confused by this information." With the combination of large classes, short attention spans, and difficult concepts, Applegate has had to adjust her teaching style. "You have to talk in sound bites if you want them to learn anything," she says. "You have to be entertaining."

Step One: Visuals and Analogies

Early on, Applegate realized students responded well to her analogies and use of visual aids. So she called on Steve Oerding, an artist at Mediaworks, to create illustrations of some of her analogies. Oerding began drawing arteries and digestive tracts, cells and proteins. Using a traditional slide projector, Applegate displayed the slides, one by one, to her students. As useful as the slides were, it was still hard to describe processes and concepts. "I was doing all sorts of crazy things with a laser pointer trying to describe how things work," she explains. Students would stop listening to her lecture, quickly writing down all of the bullet points on her slides.

Step Two: Animated Presentations

After working with Applegate for a while, Oerding suggested she use a laptop to present the slides in PowerPoint, which would enable them to animate the processes and concepts and make them more interesting. "Students now are from the Nintendo generation," says

What's New at Mediaworks?

Renaming the ITDMC

Last March, **Dr. John Bruno**, Vice Provost for Information and Educational Technology (IET), announced the creation of a new Instructional Technology & Digital Media Center (ITDMC), to be led by a UC Davis faculty member. At the end of fall quarter, the Center was renamed Mediaworks to more aptly capture the breadth and depth of services offered.

The Information Technology Five-Year Administrative Unit Review Report (http://it.ucdavis.edu/adminrev/), submitted in April 1999, clearly pointed out many faculty frustrations with accessing instructional technology services and assistance. The Center was formed as a direct result of several of the AUR recommendations.

"Mediaworks provides a one-stop gateway to all of the digital media services IET offers," says Dr. Bruno. "More importantly, this unit is staffed with very talented individuals who are committed to working with faculty to apply the latest and most appropriate technologies in their teaching and research efforts."

For more on Mediaworks' formation and services, see *http://mediaworks.ucdavis.edu/*.

There's a lot "new" going on at Mediaworks, including our name. You'll also find a lot of the familiar. Mediaworks is a reorganization of several media service groups within Information and Educational Technology that have worked with UC Davis faculty and staff over the years to provide instructional support.

Our new name reflects our goal to provide the maximum digital media support to UC Davis faculty for their instruction and research. Ask any of our clients and they will most likely tell you that media does work. For the standard support that many instructors have come to rely on (e.g., film processing, video production, slide creation, PowerPoint presentations), our new organization provides a single entry point to help make these services more accessible. In terms of the brand new, faculty and staff can expect us to use and support newer technologies and to offer innovative programs. We expect this expansion of our service offerings to meet a wider range of faculty instructional technology needs. Here's a brief preview of what's ahead:

- Through the Arbor (now located in 161 Everson), we continue to offer self-help for faculty, assisting with basic computer skills, putting course materials online, and creating Web pages. In addition, we will be broadening our services to include more intermediate and advanced training in software like Photoshop and Dreamweaver. We are also developing a new program to train a team of students in basic Web-related software. These students will assist individual faculty in their own offices.

- Our new Web site, now in development, will include a list of services, our recharge rates, and online forms to request Mediaworks services. Meanwhile, be sure to peruse examples of our current work at *http://mediaworks.ucdavis.edu/projects/100days.html*.

- Grants available through the Teaching Resources Center (TRC) will provide resources and assistance for instructional technology projects. The grants are intended to help instructors improve undergraduate instruction. Through this unique partnership with the TRC we will be offering $100,000 of services twice a year.

- Online courses, CDs, and the Web are growing elements of our services. For example, we are helping put ten high-demand general education courses online. Through the UC Davis-Mellon Project, students will have the choice of taking these courses either via computer or within a classroom setting. The departments of Anthropology, Viticulture, Statistics, and Asian Art History are just a few of the UC Davis departments participating in this project. The multidisciplinary team, supported by University resources and a grant from the Andrew W. Mellon Foundation, is working on implementing and evaluating the use of information technology in large undergraduate courses. This project is part of the Mellon Foundation's Cost-Effective Uses of Technology in Teaching Program to help inform the direction of future online course development across the country. For more information about this project, see *http://cloudybay.ucdavis.edu/Mellon/*. We also expect to develop additional courses beyond the Mellon Project in 2002 and move toward more Web-based materials.

- To turn these exciting plans into reality, our resident experts, as well as yet-to-be-hired new staff (an associate director, photographers, project managers, producers, programmers, and designers), will help expand our reach and keep the works going at Mediaworks.

We hope to see you in the coming year.

Harry

Harry Matthews, Director
Mediaworks

Media**works**

Mediaworks Video — Combining Assets

Video group leader Paul Ver Wey has seen many "video revolutions" in his 15 years of production. But the one happening with DVD has him particularly thrilled, largely because of its potential benefits to classroom instruction. "Before, we were limited to separate instructional media...video, slides, an overhead, maybe some audio on a cassette or CD," Ver Wey explains. "Now, we are able to take all these assets and put them onto one format. When designed correctly, we can branch to related material without being confined to the linear realm." Any instructor who has struggled in the dark with jammed slide projectors and fumbled with overheads all in the same lecture will surely welcome this leap forward in instructional technology. Now, they can assemble their sound, graphics, and video onto a single disc and then access them from the disc or server, or even upload them to the Web.

In 1998, Professor Barbara Sellers-Young took advantage of an earlier technology when she worked with a production team of UC Davis media producers to create a set of video compact discs (VCD) for her Asian Theatre and Drama class. The producers combined still images, video clips, and music she had acquired from her travels in Asia onto compact discs and categorized them into sections like "court performance" and "ritual." Using the VCDs, she could easily access the appropriate material in class as the curriculum progressed. According to Ver Wey, that was just the beginning.

"The marketplace for distributing video has really opened up in the last year or so," Ver Wey adds, referring to the recent developments in delivering video via DVD, the Web, and PowerPoint.

While video streaming and digital compression will make up an increasing part of Mediaworks' expanded services, the video group will continue to offer its video and audio recording services, post-production editing, and popular classroom taping.

Mediaworks Art & Photography — The Changing Face of Images

The static 35mm slide presentation may soon be a thing of the past, according to Charlie McDonald, group leader for the art and photography section of Mediaworks. "We continue to shoot film, but with current technologies, the image will most likely be placed within a PowerPoint presentation with text, graphics, and animation added," he explains. The animation can be any kind of movement within the image that makes it glow, flash, or kick.

The art and photography group has seen an increase in requests for "moving images" created from still photographs, digitized slides, and original artwork. During the last year, Mediaworks has processed an average of 2,000 images a month from client-generated files. To satisfy digitizing requests, the group's computers have been working overtime (literally, as some of the large files are left to run overnight).

In the coming year, Mediaworks plans to purchase a large document printer. For any instructor or student who needs to create poster sessions, this is very good news. The new 8-ink color technology will be able to quickly create high-quality images along with a broader range of color and tonality. Gabriel Unda, principal photographer, predicts that the new printer will be "a step beyond what is currently available on campus" and will support clients' needs for a quick, high-quality turnaround.

Despite all the computerized equipment and digital technology, McDonald is quick to point out the real strength that sets the services of Mediaworks a cut above the rest. "We have an incredible staff of talented photographers and artists who really know their craft and can bridge both digital and traditional forms," he says. This winning combination allows the project manager to quickly evaluate each job's requirements and put together the most efficient set of people, tools, and resources to ensure every image works just the way it was originally envisioned.

Special thanks for Mediaworks staff's contributions to this insert.

supporting the UC Davis mission

Multimedia

Freeing Ourselves From Bandwidth Issues

In the world of multimedia, bandwidth is gold-you can never have too much of it. "Video and animation are rich media files. "They can take up a lot of room on the bandwidth, and that can be a limiting factor in delivering multimedia," explains Bob Burnett, digital media specialist for the Mediaworks infrastructure group. "But now we have better compression programs and we are no longer constrained by telephone modems," he adds. By combining the new compression technology with increasingly common digital subscriber lines (DSL) and cable modems, Mediaworks' clients can reach a much wider audience with better performance.

Just recently, the Center for History, Society, and Culture approached Mediaworks with a challenging project. They wanted to record, edit, and distribute a series of lectures planned for campus. Using the latest technology, Mediaworks was able to record and deliver the content live over the Internet, while at the same time archiving a digital copy for on-demand use after the event. Using synchronized multimedia integration language (SMIL), Mediaworks added names, titles, and instant random access, without any post-production editing. As recently as a year ago, using the best technology at the time, this same project would have resulted in taped lectures with post-edited names and titles. The material would have been distributed through dubbed copies at the library or other on-campus locations.

"A few years ago, you could see things on CD that you couldn't see on the Internet," Burnett stated. Now, using newer software like Flash, Mediaworks can take advantage of the lower bandwidth-consuming qualities of vector-based artwork to animate sequences and graphics for easy delivery over the Web. This opens the door to a world of instructional possibilities that includes Web pages with interactive quizzes, custom-designed online courses, and animated presentations.

In fact, Burnett predicts that in three to five years, the Web will look more like TV. "A lot more Web pages will display video with a little text, rather than a lot of text with a little video," he says.

Burnett, who spent several years in the Bay Area's commercial multimedia industry, says with just a hint of pride, "When an instructor comes to Mediaworks, they're getting service as good as it gets."

On Campus Call:

Surge II	•	(530)	752-2133
The Arbor	•	(530)	754-2115
UCDMC	•	(916)	734-2133

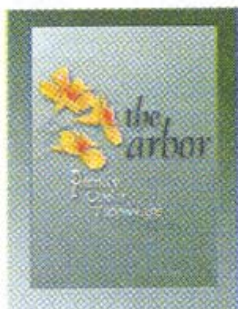**Web Site:** http://mediaworks.ucdavis.edu/

Email: mediaworks@ucdavis.edu

Locations: CAMPUS - Surge II • Hutchison Drive (Just West of the Silo)
- The Arbor • 161 Everson Hall (East of the Silo)
University of California • Davis, CA 95616

UCDMC - Redwood Bldg • 2252 45th Street • Sacramento, CA 95817

Mediaworks
The Arbor: A Safe Haven in the World of Computing

When used effectively, technology enhances the ability of instructors to teach and to help their students learn. However, sometimes it is difficult for instructors to learn how to incorporate technology into their teaching. Joseph Coulombe, a faculty technology consultant at the Arbor, sees his facility as a place where instructors can find the help they need. "The Arbor is a comfortable, non-threatening place where instructors can come for one-on-one consultation and training," he says.

Just as an arbor provides shelter for shrubs and vines to grow, the Arbor provides instructors with a safe haven to explore technology. The staff offer instructors support and training in:

- Creating and using PowerPoint presentations
- Creating course Web pages
- Scanning and manipulating images
- Downloading class rosters from the Internet
- Creating class mailing lists
- Planning which technologies would be most effective

New This Quarter

The Arbor recently moved to a new location in 161 Everson, and started offering new services. A classroom media cabinet with a SmartPanel is available for instructors to familiarize themselves with the equipment before using it in their classes. The Arbor staff can guide you as you rehearse your PowerPoint presentations, learn how to display a Web page live from your laptop, play a video from the built-in VCR, and much more. Or, you may consult the staff to set-up demonstrations and training on the course management functions in MyUCDavis, the portal that more and more faculty are using for their classes. In collaboration with the Teaching Resources Center, the Arbor hosts hands-on workshops and software demonstrations.

The Arbor hopes to expand its services in the coming months. Plans include offering training on advanced software programs and developing a team of students to provide mobile support to instructors in their classrooms or offices. These services should enhance the safe environment that the Arbor already provides to help instructors learn to use technology in their classrooms.

In keeping with the Arbor's friendly and informal style, the staff hosts weekly potlucks for faculty on Fridays at noon. "It's the best place on campus to have lunch on Fridays," says Coulombe. "We even get some of our recipes from the Web."

Mediaworks
Call for Proposals

The Teaching, Learning and Technology Collaborative Grants program is currently seeking proposals that expand the use of instructional technologies to improve the quality, effectiveness, and efficiency of teaching and learning. The University of California Teaching, Learning and Technology Center, a UC-wide academic initiative, is intended to provide system-wide visibility to campus and faculty efforts in the development and use of teaching and learning technologies. The new grants provided by the Center aim at furthering innovative uses of instructional technology through partnerships within and across campuses. Grants are available to projects that address critical issues in undergraduate education, offer potential for serving a large number of students, specify well defined instructional objectives, address the challenges of assessing students' learning, and support partnerships (both intra- and inter-campus). Awards are up to $75,000 and funding is available for up to three years. The final deadline for full scale and mini-grant proposals is April 18, 2001. Application forms are available at Mediaworks (Surge II) or the Arbor (161 Everson). For more information, see *http://www.ucop.edu/acadinit/tltc/* or contact Harry Matthews at 752-3570.
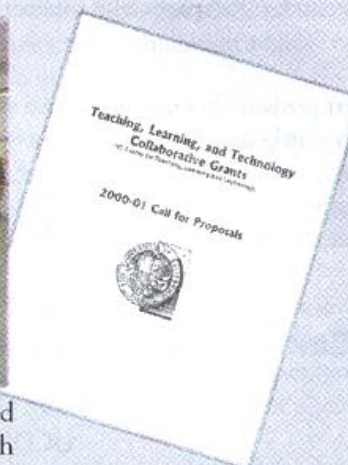
Applegate

Oerding. "They need to see things moving to understand and process information."

While Applegate liked the idea of animating her slides, she had some reservations about using the animated presentations in her classes. She was apprehensive about her computer abilities and afraid of losing her students' attention if there were problems with the slides. "I was nervous that there would be glitches," she says, "but I was also nervous when I used traditional slides that something would be wrong with the projector. I just like to be prepared." Eventually, she decided that the potential advantages of using a laptop and animation outweighed the risks, so she began to push her boundaries for the benefit of her students.

She started working with her department's Technology Support Coordinator, Jennifer Ruhe, to learn how to use the laptop and set it up to work in the classroom. "I really don't know much about my computer's configuration," Applegate admits, "but I know where to plug it in and how to use PowerPoint to display the slides. That's really all I need to understand." Still, as Applegate has used the slides, she has become more familiar with the program. She can move her presentations around in PowerPoint and make small edits without Oerding or Ruhe's help.

To resolve any problems with her laptop or the media equipment, Applegate keeps a TA on hand to call the Quick Response Team and troubleshoot the problem while she lectures without slides. "There have been glitches," she says, "and I've called the Quick Response Team. But it was nothing that I could not deal with and it wasn't any worse than if the light bulb burnt out on the slide projector." Still, just to be sure, for her first lecture this quarter, Applegate brought traditional slide copies of her presentation. "I wouldn't do that for every lecture," she says, "but I like to be ready on the first day of class."

The Test

Applegate tested out the laptop presentations in a few of her lectures last summer. In the fall, Applegate taught half of the quarter with traditional slides and the other half with animation. She sees positive results from her efforts. "Students are more attentive," she says. "They also seem to understand the concepts better and they do better on tests."

To quantify her impressions, Applegate asked her students on class evaluations whether they preferred traditional slides or animation. The students overwhelmingly preferred the animations. "The animations are more helpful with things like digestion," wrote one student. Another wrote, "Computer animated presentations make learning more fun and interesting." Encouraged by these results, Applegate asked Oerding to create animated presentations for each lecture. This quarter, for the first time, all of her lectures will be accompanied by animated slides.

Taking It To The Next Level: Video

Applegate has more ideas for ways to enhance her presentations. "I would like to work with Steve on integrating video into these presentations," she says. She thinks that video can help her show students how osteoporosis makes you shorter. "Right now I have a picture of a bone with holes in it. The students don't act interested until I tell them that, because they have bones with holes, they can actually shrink. I think that a video can demonstrate that more dramatically."

Results Count

For now, the animated slides are meeting the students' needs and helping them understand nutrition. These are exactly what kind of results Applegate is looking for. "I want my students to think about what they learned in my class when they are at the grocery store," she says. "I want them to understand and use the information I give them. These animated slides are helping me do that. It's definitely worth it."

The students sitting on the steps and standing in the doorway are a testament to that fact. "I am taking this class for fun because I heard that it was really interesting," said Simone Guazel, a fourth-year Nature and Culture student who was lucky enough to find a chair in the back of the lecture hall. "Dr. Applegate is really energetic and passionate about what she teaches and the animated slides make it so much easier to understand and apply the information in my life."

"This next series of animated slides illustrates lipoprotein transport and the process of vascular disease."

"Low Density Lipoprotein (LDL) becomes injurious to artery walls, much like a bus driving out of control."

"The LDL (the 'bus') crashes or infiltrates arteries."

"This cholesterol 'litter' along with changes to the endothelium lining of the artery leads to vascular disease."

"Blood platelets are 'attracted' to the scene and can form a life-threatening blood clot. Over time, many 'bus' crashes eventually lead to advanced vascular disease which threatens your life. Take steps now to keep bus traffic flowing smoothly!"

The Changing Face of Classroom Technology Support

BY MARY SUE HEDRICK

"Every quarter, we see more and more faculty using technology tools such as PowerPoint in their classes," Peter Blando, manager of Lab Management, recently pointed out. "They often look to both their colleagues and to IET for help when they start using the classroom technology."

This increasing use of technology inside UC Davis classrooms has fostered the creation of the Classroom Support Unit within Information and Educational Technology (IET). Janette Dickens, a media and library specialist who most recently served as Director of Instructional Media Services at UC Santa Cruz, was hired in October to head the new unit. Since then, she has been focusing on restructuring several existing units to provide a single point of entry into the services. "We have combined the two customer service desks for Computer and Printer Repair and Audio-Visual into one. This should make it much easier for the campus community to get help, and it adds depth to the unit by giving employees the opportunity to learn from each other," says Dickens. She has also hired two managers to round out her team.
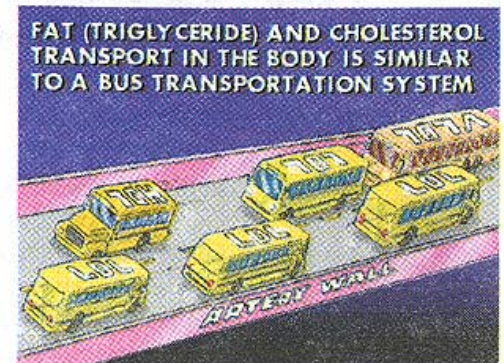
Dickens knows the complete restructuring will take some time, but she believes they are headed in the right direction. "We are taking time to make sure the changes make sense, are well-received by the campus, and offer opportunities for the Classroom Support Unit team," says Dickens. The unit includes Media Services, Audio-Visual Equipment Loan and Repair (*http://av.ucdavis.edu/*), Lab Management (*http://lm.ucdavis.edu/*), and Computer and Printer Repair (*http://itcpr.ucdavis.edu/*).

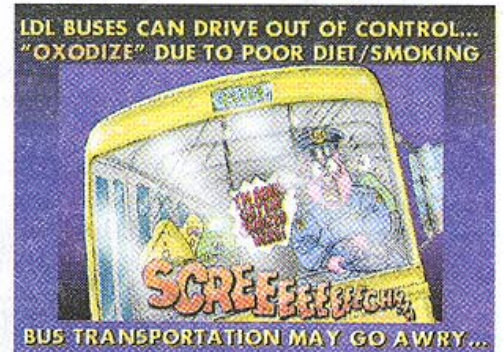Rick Sprunger, manager of Media Services, which includes the technical team in Computer and Printer Repair, the technical night crew, and Distance Learning and Videoconferencing, joined IET in December and is bringing focus to his unit. "We are looking at ways to simplify access to our equipment and services by standardizing media equipment in all general assignment classrooms. We want to make it possible for faculty to use the equipment easily no matter which classroom they are instructing in. To do this, we need to modernize our equipment for compatibility and reliability," says Sprunger.

One current project that focuses on simplifying media use in the classroom is the Classroom Upgrade Project, sponsored by the Office of the Registrar. Part of the project involves outfitting all 120 general assignment classrooms with media cabinets that give professors easy access to audio-visual media and the network. To date, 40 classrooms have been upgraded. Last fall, IET started training faculty on the new equipment, even meeting them before each class. The Classroom Support Unit carried this training tradition into the winter quarter with a "meet and greet" program. Six training sessions were held in early January, attended by approximately 50 faculty. Classroom Support representatives also met faculty at the start of nearly 100 classes over the first three days of the quarter.

If you are teaching in one of the general assignment classrooms this quarter or would like to be introduced to the new media equipment, contact the Classroom Support training team. They'll orient you to the equipment in the classroom, or contact the Arbor at 754-2115. Information about the Classroom Upgrade Project is on the Web at *http://registrar.ucdavis.edu/upgrade/*.
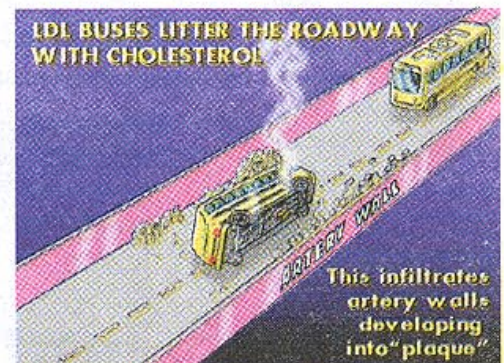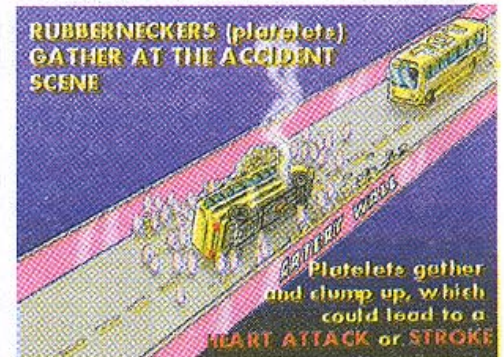
Faculty Technology Guide Revamped

BY DONNA JUSTICE

In our ongoing attempt to raise awareness of technology services for UC Davis faculty, we have revamped our online Faculty Technology Guide (*http://ftg.ucdavis.edu/*).

Formerly known as the Faculty Services Guide, the new site is a comprehensive summary of the world of faculty computing at UC Davis. Navigation is structured around the four major lines of service we offer:

- Instructional technology and digital media (e.g., photography, design, illustration, training)
- Computing (e.g., accounts, passwords, classroom support)
- Communications (e.g., campus network, phones, voice mail)
- Document services (e.g., printing, copying, Web design).

The guide is intended for instructors (i.e., anyone with a teaching appointment, including faculty, lecturers, and teaching assistants) and has one very important goal: if instructors have a question about a computing or technology issue as it relates to UC Davis, this guide will have the answer.

The new guide also includes:

- A special section directed to faculty new to UC Davis.
- An expanded "How do I?" page to help instructors search for answers in a number of ways.
- Frequently updated instructional technology news and announcements of workshops and other technology events especially for faculty.
- "Reference Desk," with links to policies on electronic communications and services.
- "Services at a Glance" table which you can print for easy reference.
- A glossary, with quick definitions of computing terms and acronyms.
- Links to our other online publications to make this guide a one-stop resource for instructors interested in taking advantage of the wide range of technology support and services available on this campus.

The Faculty Technology Intro brochure has been widely distributed to all instructors. This streamlined print version of the site serves as an easy, quick-reference for the services we offer to instructors, including a table that describes the types of service, locations, relevant Web sites, and contact information. To obtain a copy, visit the Arbor (161 Everson) or Mediaworks (Surge II), or email *itpubs@ucdavis.edu*.

We Could Use Your Help

- Take a look at the new guide (*http://ftg.ucdavis.edu/*) and let us know what you think. Do you have a question that you can't find the answer to on the site? Do you have ideas for new content? We really appreciate feedback and suggestions.
- Submit any news items and announcements to *itpubs@ucdavis.edu*. For instance, is there a presentation in your neck of the woods that would interest and/or benefit other faculty? Are you using technology in the classroom in a way that you think is unique? Want to share your ideas with others? Let us know and we will be happy to feature your news on the home page of the guide.
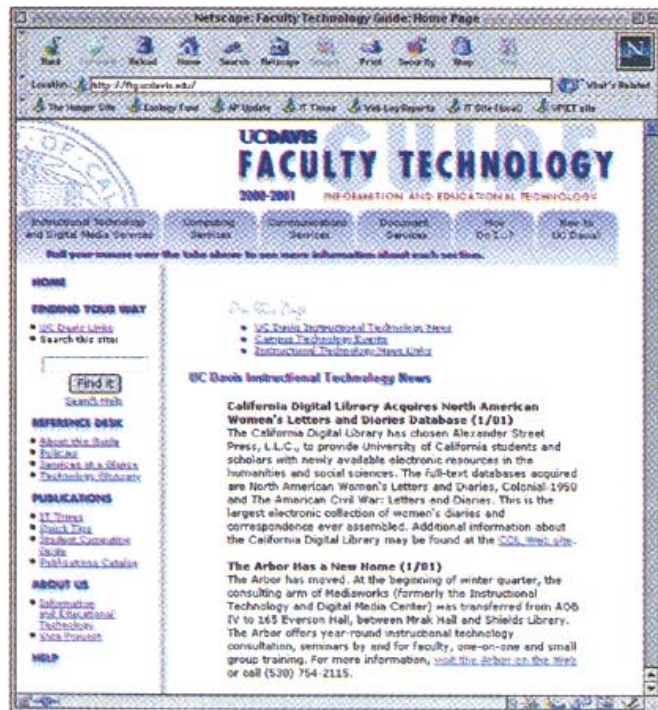
Plant

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and even recruit students. Three of those projects are of particular interest:

- With support from the AC4 and AdC3, the campus is working on integrating Web portal technology into academic and administrative computing. (For more information on portals, see "Web Portals Explained" from the March 2000 *IT Times*: *http://ittimes.ucdavis.edu/march2000/portals.html*.) The Web portal MyUCDavis, when completed, will provide effective, personalized access to the Internet for students, faculty, and staff. It currently incorporates some course management functions for faculty and quick access to Degree Navigator for students. The pilot version, already increasingly popular with instructors and students, can be viewed at *http://my.ucdavis.edu/*.

- A special Course Management Systems Committee, headed by Harry Matthews, is exploring whether the campus needs a course management system. Such a tool could extend the functionality of MyUCDavis and provide better instructional support to faculty. The system, for example, might provide students with expanded course information, and faculty could send and receive student assignments; safely disseminate grades; collaborate with peers, colleagues, and students; and administer examinations. The committee is expected to submit its recommendations by the end of February.

- Last November, the AdC3 and AC4 agreed to fund for two years the E-Recruitment Project. Sponsored by Vice Chancellor Carol Wall, this project calls for the application of technology to improve the recruitment of qualified students to the campus. A pilot is scheduled to launch on March 1. It will focus on recruitment for the division of Humanities, Art, and Cultural Studies (HARCS). Unlike traditional recruitment methods, the e-recruitment portal will enable the campus to present personalized information to potential students. As we analyze how the portal is used, we will be in a much better position to target prospective students with information tailored to their needs and interests. To our knowledge, no other college or university that competes directly with UC Davis uses this technology.

Both councils also provide guidance to the Information Technologies Policy Board, which meets monthly and advises senior administration officials in their decision-making regarding information technology. (More information on this structure can be found at *http://itpb.ucdavis.edu/*.)

Meeting Computing Needs

Effective use of technology is also predicated on ensuring that everyone on campus has adequate computational capacity to take advantage of modern software. For students, the AC4 has developed the Student Computer Ownership: A Statement of Expectation, which states that, beginning in Fall 2001, all entering undergraduate students will be expected to have access to a personal computer meeting basic performance criteria (e.g., word processing, spreadsheet program, internet access). By establishing this expectation, the campus makes it possible for students to incorporate the purchase of a computer into their financial aid calculations, if necessary. (For more information, see *http://computerownership.ucdavis.edu/*.)

On the faculty side, the campus has recognized that faculty in disciplines not traditionally associated with computation now require sophisticated hardware and software to access and display information for their teaching and research. Many of these disciplines do not have access to extramural funds to purchase this equipment. Therefore, the campus has diverted a substantial portion of intramural computer funds to academic departments to provide funds for these purchases. AC4 will be working with campus administration to make sure that all faculty have access to adequate computational resources for their needs.

Clearly, we now have many opportunities to ensure that technology is used effectively in support of the campus's mission. I welcome your suggestions and comments to help us steer the campus in the right direction. Please email the council at *ac4list@ucdavis.edu*, the forum for discussion of academic computing issues before the Council. I also welcome direct correspondence to *replant@ucdavis.edu*.

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