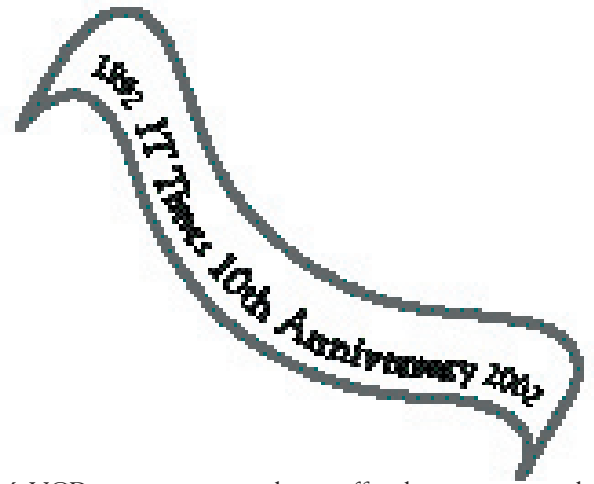




TIMES

<http://ittimes.ucdavis.edu/>



Campus Portal Continues to Grow MyUCDavis Enters Second Year

By the time it was officially selected as the foundation for a UC Davis enterprise portal, MyUCDavis had already attracted more than 10,000 unique users. Now, a year later, MyUCDavis continues to see a steady increase of visitors: 40,000 different people have logged on as of early October, 2002.

If you're new to UC Davis, you may not have yet heard about MyUCDavis, your own personalized campus Web site, or portal.

A Web portal is a specialized Web site that serves as a gateway to a multitude of online information, resources, and other sites. When you log in to MyUCDavis with your UC Davis LoginID and password, you are essentially entering the online world of UC Davis. The goal of the portal is to offer you "one-stop shopping" for all the online systems and sites

you need to access as a UC Davis community member. When you log in, MyUCDavis recognizes you by your role on campus (e.g., as an instructor, student, or staff member), and brings you the services and features that will be most helpful to you.

In fact, the portal wouldn't be possible without you. Many of the recent enhancements made to MyUCDavis have been tested by campus groups; some new features have come about thanks to suggestions from portal users just like you. To sustain the value and relevance of the portal, the team of MyUCDavis developers are always trying to learn what people want from the portal and how it can be used to support and simplify routine tasks.

MyUCDavis continues to be an official mission-critical project for the campus; as such, it continues to grow and improve. Here, *IT Times* offers an update on the latest improvements to the portal. For a history of the portal's ongoing progress throughout the last 5 years, visit *IT Times* online and go to the MyUCDavis archive page (<http://ittimes.ucdavis.edu/indexfiles/myucd.html>).

Or, visit MyUCDavis yourself and find out how it might make your campus computing more convenient.

Blueprinting the Future

A new team was created to manage the priorities of the portal. This team, called the MyUCDavis Oversight Committee, is determining, with the help of others on

campus, UC Davis' academic and business needs. The team will also make recommendations for portal growth accordingly. The group considers recommendations from the MyUCDavis Development Team and collaborates with portal-user groups and other campus committees to ensure the most pressing needs are identified and portal-based solutions developed whenever appropriate. All recommendations from the committee are brought to Dr. John Bruno, Vice Provost, Information and Educational Technology, for final determination.

For more information, you can read the committee's charge letter at <http://mba.ucdavis.edu/myucdgvfnl.pdf> and meeting minutes at http://mba.ucdavis.edu/enterprise_portal.cfm.

MyUCDavis continues on page 4

MyUCDAVIS

Number of individuals to log in as of Sept. 2001

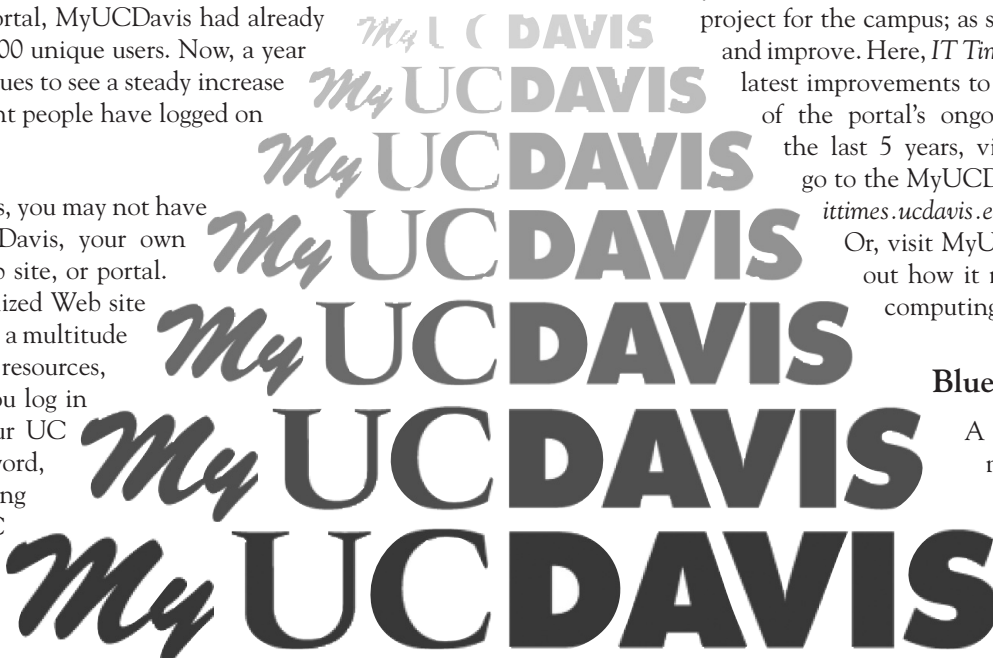
15,000

Number of individuals to log in as of Sept. 2002

40,064

Number of campus courses currently using the portal's Course Management Tools

372



What Makes the Mondavi Center So State-of-the-Art: The Technological Sophistication of UC Davis' New Performing Arts Center

The inaugural performance calendar for the newly opened Robert and Magrit Mondavi Center for the Performing Arts features a diverse selection of world-class musicians, dancers, and speakers. Accommodating this diversity of top-notch performers while still providing an ideal performance and audience environment is quite a task; however, the Mondavi Center succeeds by utilizing the latest state-of-the-art technology, from innovative acoustics, to a highly adaptable stage and a multi-featured Web site.

Foremost for any performing arts center are the acoustics, and the Mondavi Center building site presented some unique acoustical challenges. The building is located just several hundred feet from both a highly-used railway and Interstate 80, which makes for great visibility and accessibility, but also high levels of noise and ground vibration.

The solution, explains Ron McKay, a principal partner in McKay Conant Brook Inc. and acoustical consultant for the Mondavi Center, was to build a 'box within a box.' "There is a complete basement under the audience chamber and the stage, which are both elevated," said McKay. The walls of the center facing the railroad

tracks and the freeway are also several feet thick, and the building itself stands on vibration-dampening piers that jut deep into the ground. The combined effect of these structural features is that almost no external sounds can be heard from inside the center.

Another challenge in building the Mondavi Center was the need for a multi-purpose facility that would still provide a superior performing environment. "The University Committee set high standards of quality so none of the various types of performances would be compromised," explains Susan Rainier, an architect in the Architecture and Engineering Department at UC Davis and university project manager for the Mondavi Center construction. "This meant that in both performance rooms there would need to be a great range of acoustic settings and staging configurations," said Rainier. "As in all theater designs, the goal was also to create an intimate environment for the audience and artists."

To meet this need, a host of special features were employed. In Jackson Hall, the 1,800-seat multi-purpose theatre, the highly adaptable stage area sports a massive yet mobile structure, called an Orchestra

Mondavi Center continues on page 2

IT Times 10 Years Ago:

“Subtle humor tends to get lost in electronic communication; so take steps to make sure that people realize you are trying to be funny. People who use networks have developed a symbol called the smiley face to indicate humor. It looks like a sideways smiling face, “:-)”, and points out sections of articles with humorous intent.”

--Suggestions for Writing Style in Electronic Communications, an article in *IT Times*, Volume 1, No.2 (Fall 1992)

Computer Lab Staff Brings Local High School Students Up To Speed

During the summer, IET Computer Lab Management had a hand in helping some young students move "upward" into the world of Web design. Upward Bound is a program sponsored by the U.S. Department of Education and UC Davis' Office of Undergraduate Admissions that seeks to "generate the skills and motivation necessary for success in post secondary education among high school students who are potential first generation college students." Upward Bound educates, advises, and offers special training to students of low-income families with parents who did not graduate from college (see the Upward Bound Web site at <http://upwardbound.ucdavis.edu/>).

TECHNOLOGY OUTREACH

"...each of us has an
**obligation to
the community**
of which we have chosen to be a part."
--UC Davis Principles of Community

Upward Bound works during the academic year to bring students to visit the UC Davis campus at least once a week to participate in training and advising activities; those who are especially committed are invited to attend a six-week-long Summer Residential Program, which provides mentoring to the students as they stay in residence halls and attend classes amid a motivating college atmosphere.

Partnering with UC Davis, Upward Bound offered a Web design elective on campus this summer, in which students learned the basics of HTML code. The course got off to a solid start with the help of Computer Lab Management (CLM), the IET unit that oversees all campus computer classrooms and labs. CLM provided a computer classroom, virtual space where students could save their work, and software that was previously unavailable on the classroom's computers, like Macromedia Dreamweaver and Adobe Photoshop. In addition, a Lab employee attended each class to handle any technical problems. Students in the course said this assistant, along with their instructor, James Cabbage, were very beneficial in assisting them with their projects.

David Iraheta, a student of Luther Burbank High School in Sacramento, took the course in hopes that the experience will help him get into college and increase the number of skills that he can list as job qualifications.

"It's my only opportunity to learn this," Iraheta said.

The nation's problem of the digital divide continues to grow. The US Department of Commerce found that households with an income of \$75,000 or more are over 20 times more likely to have access to the Internet and nine times more likely to own a computer than those at the lowest income levels. In a survey by the FleetBoston group, 56 percent of inner city residents with a household income of \$40,000 or less knew very little to nothing about the Internet; although 80% were willing to learn more if the opportunity were present.

For many young, motivated students, Upward Bound has presented the opportunity. Computer and Internet skills can provide college or career hunters a considerable advantage. In fact, 36 percent of Internet users who chose a school or college in the past two years say the Internet played a crucial role in that choice, and non-users are less likely to be employed than Internet users, according to PEWinternet.org, an Internet research group.



High-School aged Upward Bound students learn computing skills in IET's computer labs.

One of the obstacles that Cabbage had to hurdle while teaching his course was the fact that many of his students were completely unfamiliar with computers. As a result, he needed to teach them the very basics of computing before he could even begin to instruct them on the Web design component of the course. Even so, Cabbage said he is confident about the potential for these students to master both general computer competency and the creation of Web pages.

Even students without access to expensive Web-design software went home from the training sessions with the ability to test their new skills, since they learned to use Notepad, a program enabling them to create their own Web sites from any computer. The students even learned how to post their Web pages on the Internet for free. Student Dean Ross of Vallejo High school is one step closer to his plans for the future.

"I want to start my own business some day [and] make my own Web site," Ross said. □

Mondavi Center Continued from page 1

Enclosure and Canopy that is somewhat of a technical marvel. Weighing in at 54,000 pounds, the single-unit structure can be raised or lowered depending on the size of the ensemble, helping the musicians hear each other, while also projecting nearly the full volume of the performance to the audience chamber.

According to Rainier, the enormous enclosure can be easily moved using what are called "air casters." Rainier explains, "these are rubber bladders under the structure that literally float the orchestra enclosure on a cushion of air so it can be pushed in and out of position. It can also be completely pushed into its storage garage when not in use so the entire stage is rapidly available for any other performance types." The entire process can be handled in minutes by a crew of four (two to push, two to steer).

Jackson Hall also contains large velour acoustic curtains that can be electronically extended throughout the audience chamber to create the ideal listening environment for any type of performance. Using lasers to simulate the travel paths of sound waves from the stage, Ron McKay's group placed the curtains in key parts of the hall. The result is that the curtains are so accurately placed that the audience chamber can effectively be "tuned" for a single person (i.e., a public speaker or soloist) or a large rock concert.

According to the center's Web site (<http://mondaviarts.org>), the soundproofing in the two performance spaces is so good that it won't be unusual to have simultaneous performances in both the Studio Theater and Jackson Hall.

Amazingly enough, the comprehensive computer system controlling all of the theatrical machinery and acoustic systems is managed by a single touchscreen panel on each stage. The extensive lighting systems are also controlled via simple touchscreen panels that allow individual control of over 750 theatrical lighting circuits.

Nearly every part of the Center is also fully connected to the campus high-speed network, which allows for even further flexibility for future performances. In the future, according to Paul VerWey, director of the IET Mediaworks Video Production unit, the Center will be able to create "shared performances" in which a live video feed to another site could accommodate large crowds.

The Mondavi Center Web site, <http://mondaviarts.org>, also offers visitors several unique features. In addition to an online calendar of events, visitors can take a virtual video "fly through" tour of the theater, and can view the sight lines from each seating section before they purchase tickets. Future plans include implementing an online ticket purchasing system. Until then, tickets are available through the UC Davis Ticket Office at (530) 752-1915.

As the Mondavi Center acts as a keystone building for the new regional entrance to campus, so will it also act as a prime example of how technology can help create a world-class yet highly adaptable performance environment. "Combined, the two performance stages comprise one of the most accessible, modern and acoustically advanced centers of its kind," says Brian McCurdy, director of University Cultural Programs and director of the Mondavi Center. □

Plagiarism Goes High-Tech

Student Judicial Affairs Evaluates Prevention Tool

BY DONALD DUDLEY, STUDENT JUDICIAL AFFAIRS

Like it has with most things, the Internet has contributed a unique twist to the phenomenon of plagiarism. Rather than consciously copying text from a book in one's own hand, plagiarism can now consist of simple Cut and Paste keyboard commands on the computer. Students have found that entire papers are available for the taking on the Web. A student who faces writing struggles or an imminent deadline in the middle of the night can find the Internet to be a very tempting friend. During the 2001-2002 academic year, 78 of the 142 cases of suspected plagiarism referred to Student Judicial Affairs on campus were identified as plagiarism from the Internet. This new high-tech plagiarism challenges instructors and students alike.

Tools for Instructors

Student Judicial Affairs has found that the first line of defense against plagiarism is the instructor's expert ability to notice when the writing style of a paper seems inconsistent, too polished, or unmatched with the assignment topic. To find the source of suspect passages or papers, the Internet has given instructors equally powerful detection tools in search engines and plagiarism detection services. Just typing a suspect phrase in quotation marks using a search engine like Google often yields one or multiple Web sites from which information was borrowed.

UC Davis is currently evaluating a popular plagiarism detection service called Turn It In (<http://www.turnitin.com>), which checks for submitted text on the Internet as well as an ever growing database of submitted papers. The system uses color coding to mark material that has been plagiarized. It also provides the source of the borrowed material. UC Davis has a license to use Turn It In until the end of December 2002, allowing for the submission of up to 20,000 student papers. Any instructor who would like to assist in the evaluation of Turn It In may contact Student Judicial Affairs at 752-1128 or email SJA at sja@ucdavis.edu.

Tips for Students

Campus Community Book Project Provides Instructive Web Site

<http://occr.ucdavis.edu/bookproject.html>

UC Davis has morphed into a gigantic book club, thanks to the Campus Community Book Project. The sponsors of this unique program (the Campus Council of Community & Diversity, the Office of Campus Community Relations and the Office of the Provost) have selected the book *The Spirit Catches You and You Fall Down*, by Anne Fadiman.

Fadiman's book is a nonfiction volume that explores the clash of cultures between the modern American medical establishment and a family of immigrants from Southeast Asia. By choosing this book for the project, the sponsors hope to spark thoughtful and broad-based dialogue at UC Davis about cross-cultural and cross-disciplinary communication.

The idea behind the book project is that UC Davis students, faculty, and staff will read this book and participate in some of the many planned community events that will provide opportunities to explore and discuss the book. To facilitate campus involvement, the Office of Campus Community Relations has created a Web site for the project (<http://occr.ucdavis.edu/bookproject.html>) that provides plenty of orientation materials about the book and also serves as a key learning tool for eager readers.

On this Web site, you can read various in-depth articles that have been published about the communal reading project by local newspapers (*California Aggie*, *Dateline*, and the *Sacramento Bee*). There's also a section devoted to the author, Anne Fadiman, in which you can view her bio, read interviews she has given, and browse reviews of the book.

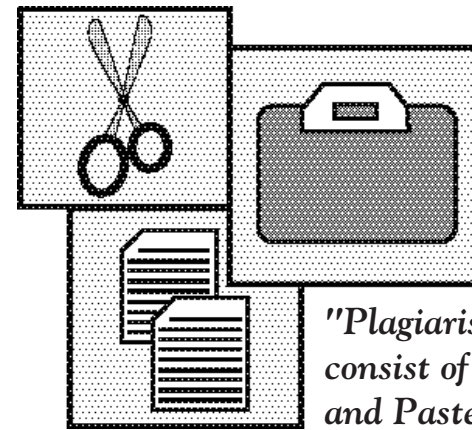
Student Judicial Affairs notes that many students have expressed doubt about how to correctly cite sources of information on the Internet. An excellent reference guide for doing so can be found on the UC Davis Library Web site at <http://www.lib.ucdavis.edu/instruc/citing/index.html>. This site contains standard citation forms from the major style manuals for electronic resources. Students should also choose their Web sources wisely, since many Web sites contain unreliable information.

The UC Davis library Web site offers an excellent guide to the many established journals or periodicals that are now published online. After all, some internet sources are as accurate and long lasting as television infomercials, changing or even disappearing altogether over time. When in doubt, students should print a copy of their Web sources and hand them in with the paper.

Although the tools for conducting research and checking papers have changed in an electronically-connected world, the basic skills required for conducting sound research and good writing have not.

Students can seek assistance with writing projects from the Writing Specialists at the Learning Skills Center (2205 Dutton Hall). The professional staff at Student Judicial Affairs is available to provide orientation sessions and workshops to Instructors and Teaching Assistants about confronting and reporting academic dishonesty. More information is available by calling Student Judicial Affairs at 752-1128.

□



"Plagiarism can now consist of simple Cut and Paste keyboard commands."

To gain some additional insight and help guide your own reading of the book, there are discussion questions posed on the site.

These range from questions about specific events that are chronicled in the book, to more general questions about Hmong culture and history. There is even a lively, colorful timeline outlining the historical events important to the context of Fadiman's book.

Involved readers will find a useful calendar of campus events planned for the book project. The events surrounding this communal book-reading suggest the great potential this endeavor has for enriching our community. There will be lectures on many topics related to the book, and even a panel discussion on November 19 that will include members of the Lee family. The entire program culminates on December 2 with a visit to the campus by the author herself.

Visit *IT Times* online (<http://ittimes.ucdavis.edu>) for a look at two other new Web sites:

- **Computing Accounts**
- **Harvest Library Catalog**

□



A look at new Web sites on the UC Davis domain

MyUCDavis

continued from page 1

New Browser Requirements

The portal can be helpful only if we know how best to access its features and view its resources. To help optimize the portal experience, the MyUCDavis Development Team recently released a new set of Internet browser requirements. You may use any of the following browser options. Upgrades can be obtained free of charge from the Web sites listed below.

- Mozilla, which is available on "Bovine Online," the UC Davis Internet Toolkit CD (for more information, visit *IT Times* online at <http://ittimes.ucdavis.edu> or at <http://www.mozilla.org/releases/stable.html>.)
- Netscape 6.0, available at <http://channels.netscape.com/ns/browsers/download.jsp>
- Internet Explorer 5.5 and up, available at <http://www.microsoft.com/windows/ie/default.asp>. You may use Internet Explorer when accessing MyUCDavis on the Macintosh, but this is not recommended.

Faster Downloading

Graphics have been removed from the MyUCDavis Main Page channels to speed up the time it takes to download the portal over a modem. The graphics have been replaced with an "Edit" link on each channel. With the "Edit" link you can choose how you view your chosen channels. If you'd prefer to minimize the channel for even faster loading, you can designate this with the "Edit" button. You can also rearrange your channels so they appear in the order you'd like to see them on the screen.

Know Your Portal

A new information channel called *MyUCDavis News* has been added. This channel appears as the first one on the left side of your MyUCDavis Main page and offers tips for using the portal that change every time you log in. There, you will also find announcements of new features and services, changes to the portal, and email outages.

New Quick Alert Icons

You may have noticed new icons in the top navigation bar, next to the envelope icon. This series of icons will prompt you to certain activities on your portal page. The 'i' icon (as in "information") links you to any unread *MyUCDavis Announcements* and *My Campus Messages*. The check box icon links you to your task list, and the calendar icon links you directly to your *My Planner* channel. Next to each icon is a number that tells you how many messages, tasks or appointments you have pending.

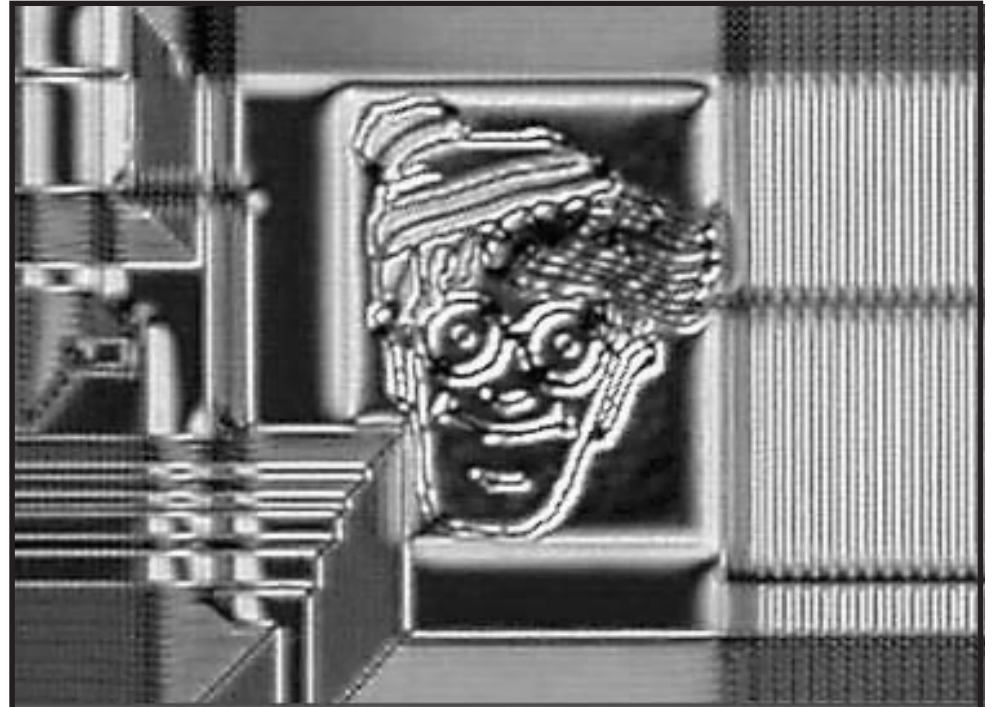
New Course Management Features for Instructors

Glossaries: Instructors (and their proxies) can now create their own glossaries. With the glossary creation tool, instructors can create a glossary of terms used in their courses, or add new terms to an existing glossary. They can also copy existing terms from one course to another, and upload a file with glossary terms. Instructors can also create hyperlinks from glossary terms to their course Web sites or other pages created with Website Builder, the Web site creation tool in MyUCDavis.

Quiz Builder: Quiz Builder enables instructors and their proxies to create online (and printed) quizzes using MyUCDavis. Instructors first create quiz questions, which can be released to or drawn from a pool of questions created by other instructors. Instructors can determine scoring options, and whether the quiz will be taken online or printed and handed out. Quizzes taken online can be automatically scored within MyUCDavis. Questions can be multiple choice, matching, fill-in-the-blank, calculated, or essay-style. The essay-style questions need to be graded by the instructor. Answer keys and scores can be posted for students to view.

New Opportunities for Getting Help

You can now solicit help from your technology support personnel by giving them proxy to your portal. Those individuals, whether in your department or at the campus computing help desk, will be able to view your portal and the features for which you need help as if they were you. In addition to the help available within the portal which you can get to by clicking on "MyUCDavis Help" at the top of the page, you'll notice a new help document. You will find these new documents before you enter the portal on the MyUCDavis login page. Before signing in, click on the "Quick Resources For" links to access these help documents, (available in PDF) on topics such as how to use basic portal features, such as channel and customize options, email, and MySpace. As you try out all of these new features and get to know your portal, you can let the portal team know how it's going by writing to myucdavis@ucdavis.edu. □



Technology Oddities

Where's Waldo? At thirty-millionths of an inch in size, he may be a little hard to find. That's not enough to stop some computer engineers, however, as they have assigned whole new meaning to the words "computer art." The designs they have created can not be viewed on a monitor, but rather on the tiny microchips inside computers. From comic strip and movie characters to images from nature and space explorations, these tiny pieces of silicon art are only viewable through a microscope. Fortunately for the eccentric in you, these creations have caught the attention of researchers at the National High Magnetic Field Laboratory of Florida State University, who have photographed some of them and posted them on their Web site. Visit their gallery of tiny masterpieces at <http://micro.magnet.fsu.edu/creatures/index.html>.

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This month on the Web:

- **Unix support** at UC Davis
- The latest **Internet Toolkit** for UC Davis ("Bovine Online") released
- **2002 Summer Institute on Technology in Teaching**
- A new **Web site for writing instructors**
- **New Business Architecture Project Manager** Hired
- **New Computing Accounts Web site**
- **New Online Library Catalog:** The HARVEST Catalog

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Contact: ietpubs@ucdavis.edu

Editor: E. Cayce Dumont (530-754-5663)

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