Improving Network Access From Off Campus Pilot Readies for Take-Off

In March, with the launch of the next phase of the Remote Access Pilot project, all tenure-track faculty and senior lecturers will have the opportunity to test software-controlled modems. This is one of a series of pilots that Information Technology is conducting to evaluate the costs, benefits, and feasibility of remote access alternatives to the campus network.

Facilitating Teaching and Research

The Remote Access Pilot is for faculty who connect to the campus network from off campus for the purposes of teaching and research. It was developed to evaluate the instructional and research benefits of newer remote access technologies, and in response to the continuing congestion on the modem pool. The pilot offers participants 33.6Kbps modems (with 56K and ISDN capabilities) and a lower ratio of users to modems. In exchange, the data furnished by participants’ use of the pilot system through June 1998 will help identify longer term solutions and future funding options for remote access for all UC Davis network users.

One of the primary goals is to determine the level of support necessary for all participants to take full advantage of the service. The first indication of the need for a high level of technical support surfaced when the first group of faculty began to participate in the pilot last fall.

In joining the Remote Access Pilot (see story above), Geology Professor Kenneth Verosub hoped to get faster and more convenient access to the campus network. “I felt it needed to be a reliable way of logging on,” he said when asked why he decided to participate. But he also realized that, as with any pilot project, problems were likely to arise.

Indeed, Verosub encountered a few difficulties. He needed assistance upgrading his computer's operating system and installing a higher-speed modem, among other things. Complications led to four and a half hours of assistance, and future funding required several hours of technical assistance from the support team. Clearly, participants’ needs for support varied greatly, depending in part on their own technical background, the equipment they used to access the newer modems, and the level of support available in their departments. To evaluate longer term technical support models, the initial group of 23 faculty was expanded in February to include a number of departmental Technology Support Coordinators (TSCs). This next phase of the pilot will help determine the costs associated with support alternatives and identify the most appropriate support infrastructure.

Preparing for the Pilot

Within the next few weeks, tenure-track faculty and senior lecturers will receive information on the pilot, instructions on how to access the system, and participation requirements. (Visit the Remote Access Web site for updates and further information.)

The pilot team has developed a number of materials to help faculty prepare for and take advantage of the service:

- Hardware and software configuration recommendations
- A participant in the Remote Access Pilot accesses the campus network from home.
- Geology Professor Kenneth Verosub

...see Participant, p. 6

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...see Participant, p. 6
Enhanced Learning Through
Technological Support

DICK WALTERS, COMPUTER SCIENCE

These days, much attention is given to teaching and learning on this campus and around the state. This attention stems from two causes: greater emphasis on teaching as a factor in merit and promotion at the university level, and greater demand for delivery of instruction under increasingly stringent conditions.

**Difficult Challenges**

California faces a number of crises: Population expansion is creating new pressures on higher education to provide more spaces for qualified students, and changes in the job market are creating major demands for retraining, with emphasis on the ability to use technology as a requisite job skill. Life-long learning is a reality for all of us, placing a heavier burden on an already over-loaded higher education system.

These are some of our most pressing challenges. It is not possible for us to meet these needs alone. Along with the continuing needs of our current student population, by building more classrooms and hiring more faculty. Funding is not available on the scale required (the tenth UC campus would scarcely make a dent in the overall demands cited above). Furthermore, our student population is already changing from an 18-24 year-old cohort of full-time students residing on one of the higher education campuses to a broader assortment of people of various ages, many working part- or full-time, with very tight restrictions on the time they can devote to learning.

These two sets of conditions — greater demand and the requirement for new alternatives in learning modalities — are forcing higher education institutions to take a new look at post-secondary education, including life-long learning and retraining. What are we learning from this examination? Several important points, in my opinion. The following conclusions set the framework for innovative solutions to our teaching and learning needs in the next few years.

**Lectures are ineffective forms of transmitting information.**

The UC Davis campus has a great many effective lecturers and professors who inspire their students, present complex facts clearly, and draw on their own vast experiences to bring these facts to life. However, many studies have shown that what is actually learned by “seat time” learners bears a discouragingly low correlation to what was presented to them. This discrepancy stems from multiple factors, including different learning styles; the influence of external factors on learner receptiveness; learners’ tendencies to focus on one question, “How can we use the computer to...?" RTA is only a tool, waiting for valid pedagogical applications, but it has proven highly flexible in addressing those pedagogic concerns. RTA is a platform-independent package that runs on PC, Mac, and (soon) UNIX.
GUI Banner: Two Months Later

A little more than two months have passed since the implementation of GUI Banner. We asked two Banner users to share their experiences with the new system and the Banner Project Team to tell us about the challenges they face. The following interviews were conducted during the first week of February.

**User Profiles**

**Buffy Tanner**, a student at Environmental Design, has used Banner for 2 1/2 years.

**How central to your job is your use of Banner?**

I couldn't do my job without it. The up-to-the-second information available on Banner allows me to get students very accurate information about course offerings, find out about their academic standing, and give faculty information about who is actually in their class.

**How did you prepare for the transition?**

I attended almost all of the classes offered by the Office of the Registrar. I felt that the Registrar's Office staff was really doing the best they could to prepare us and to respond as much as they could to our questions and concerns.

**Did you ever contact the Banner Help Desk?**

To be honest, Banner "freezes" on me a lot. I never call, because I've always got 10 students waiting to see me and it's faster to restart it than call and figure out why it freezes. When I called the Registrar's Office in the first couple of days when I had glitches, they responded very promptly and the problems were solved.

**How was transitioning to GUI Banner?**

Actually, it was a lot smoother than I thought it would be. The meetings and classes helped a lot. It was beneficial to see and play with the new forms and to realize that they weren't all that different from the old. Installation was easy. The most difficult thing is learning all the new keystrokes. I still haven't memorized the new function keys, and that really slows things down.

**How long did it take you to become comfortable with the new version?**

It didn't take long. I basically plunged in and started using it. A couple of days before the switch-over, I did practice navigating the new forms, but it was basically learning by doing.

**What is your overall impression of GUI Banner?**

I like being able to get back into the system immediately when I have to quit and come back. With the old Banner, I had to wait approximately 20 minutes before being allowed to log on again.

However, the system itself is very slow, and it freezes constantly. Since it is a GUI system, we can't use the mouse to highlight and copy and paste information quickly and easily into other applications. I don't like using the mouse for this application — I prefer the function keys, and since the keys have all changed, that's a challenge.

I can't print at all from Banner, never could. If I want printed info, I have to "take a picture" of my screen and print that.

O overall, the new Banner is about as user-friendly as the old. For people who really like using the mouse, it's probably friendlier.

**Tracy Carter**, a administrative assistant in the Veterinary Medicine Dean's Office, has used Banner for 3 years.

**How central to your job is your use of Banner?**

It is crucial to the curriculum scheduling aspect of my job, about 50% of my time. I use it mostly for course scheduling, verifying course rosters, and looking up Course Registration Numbers.

**How did you prepare for the transition?**

I attended the class given by the Office of the Registrar on how to log on to the new system. Although I got logged on during the class, I wasn't able to repeat the process back at my desk. Without the class, I would have been even more paralyzed.

**Did you ever contact the Banner Help Desk?**

Yes, I contacted the Help Desk several times, always regarding how to get logged on. A letter my class, when I successfully changed my password and logged on, somehow did not work when I came back to my desk. I had to have the Help Desk walk me through changing it again.

**How was transitioning to GUI Banner?**

It was helpful having the email messages sent to us with hyperlinks to the Registrar's Web pages for more info. It turned out that I wasn't able to successfully log on to the system just from reading those Web pages. I needed to attend the class beforehand.

**How long did it take you to become comfortable with the new version?**

I am still not comfortable with it. I find the new function keys extremely difficult to re-memorize and I don't like having to use the shift key for most of my basic functions. Most difficult for me was learning how to log on to the system. It took several sessions before I understood what I was supposed to be doing, and for my password to work.

**Banner Project Team**

**Sandra Stewart**, from Information Resources, leads the GUI Banner Implementation Project.

**What prompted the upgrade to the new Banner?**

Last year, SCT, the software company who developed Banner, stopped supporting the version we were using. In addition, like other campuses, we had to support the functional and regulatory upgrades that SCT sends each year, including federal regulations on the disbursement of financial aid. In short, the campus was faced with two main issues: the need to conform to various requirements from the federal and state government, Academic Senate, UCOP, and vendors, and the very limited discretion available when modifying the base system.

While campus needs drive our efforts to customize the current version of Banner, they must be balanced against the long-term costs of re-customizing each new release.

**How well did the implementation of GUI Banner go from the Banner Team's perspective?**

Not perfectly, but smoothly in the sense that we didn't experience any unplanned down time for the system. A few unexpected events occurred with the application servers, however, the entire campus is never paralysed when one of these servers goes down. We modified the system so that, if a service interruption occurs, users can log right back in and be switched automatically to the other available servers.

On the support side, since December 3, the Banner Help Desk Team has processed close to 1,000 requests for assistance. Those phone calls and email messages centered around four main issues: printing, speed, login problems, and forms navigation.

Some Banner users have expressed the following concerns about the new system. Can you explain what's happening?

It's not as "user-friendly."

Over the years, we've made changes to Banner here at UC Davis to make it friendlier and to accommodate local needs. However, whenever the vendor sends an upgrade, IT staff must re-install all the local modifications back into what was delivered by the vendor, and staff in the business units must re-test everything. The cost of making such changes (e.g., re-coding and re-testing) is so high that we try to keep the local modifications down to a minimum.

It's slow.

Any other campuses complain about speed problems. A graphical user interface (GUI) is by definition slower than a character or text application, which is what "old" Banner was. Here, we've done some tuning to speed things up, and the vendor (SCT) has joined our efforts to investigate this problem. Currently, our efforts focus on built-in security logic, and determining whether the forms can be redesigned for speed and the database tuned even more.

There were problems with passwords initially. Yes, initially, the Oracle database rejected some passwords. We've added more error checking in the login form to communicate to the user why the password is not acceptable to the database. A list of "reserved words" (words that cannot be used as passwords) is available on the Web.

If you have problems with passwords, please call the Help Desk at 757-8996.

It "freezes."

We've corrected this problem by upgrading a piece of Oracle software on the application servers. This upgrade was completed on February 6. Since then, we have not had any more complaints.

It's more difficult to print.

We've made progress with respect to printing, but we're still in the process of addressing all the unique print complications with both Macs and PCs.

The new function keys are difficult to memorize. This is true, and other campuses are facing the same problem. To help users, a help pull-down menu with key mapping for any part of the system is available on every screen. There is also a template which the Registrar's office issued at one of our Banner presentations to the campus.

Using the mouse adds extra time.

You may want to use the same online help pull-down menu to find out the key stroke equivalent for every mouse action.

It's no longer possible to paste data into a word processing document.

In the new Banner screens, you see not only data but also the screen composition itself. Your clipboard cannot copy the screen and the data as a text file because the screen is composed of graphics, not text.

Do you intend to make any improvements to the system?

We make changes all the time, typically by working with a team of customer groups who set our priorities. Each year, we complete all the mandated requests for changes, and make as many other changes as we can according to the priorities provided by our customer teams.

see Banner Profiles, p. 8
Yes, Virginia, There is a Postmaster

BY AVIVA LURIA

If you’ve ever suspected that the UC Davis postmaster is a machine, software program, or U.S. mail clerk, guess again. The postmaster is a very real person with a name, Debbie Edwards. A veteran of the UC Davis campus for nearly 14 years, Edwards marks her two-year anniversary as full-time postmaster this month.

In the past few years email usage has escalated on campus, and the UC Davis postmaster has become a more visible presence. Viewing this as an opportunity to reach out to the campus community, Edwards has taken an active role in educating people about email. She makes presentations to the campus, and co-teaches IT Training courses on mailing list administration. That’s in addition to responding to the 200-odd email messages and numerous phone calls that she receives each day.

Edwards begins her day by logging in to three different email accounts. There’s her personal account, for inter-office mail and the news groups and mailing lists she subscribes to. Then, as accounts administrator, Edwards receives the mail directed to accounts@ucdavis.edu, from people whose computing accounts have been terminated automatically by the system. Lastly, there’s postmaster@ucdavis.edu, with an average daily mail load of 150 messages and a record maximum of 4,500 in one day.

“Once mailing list on campus just went crazy,” Edwards says, referring to the 3,500 error messages that were generated one day by a new list with a new list owner. Edwards disabled the list until she and the owner could reconfigure it and correct the problem.

The postmaster receives a copy of every error message generated by every mailing list on campus. She also receives mail delivery errors when mailboxes “bounce” their mail.

“There are eight or so different mailboxes that feed into the postmaster account,” Edwards says. “It keeps me very busy.”

Requests for electronic mailing list make up a large portion of Edward’s email. She creates both the lists administered by listproc, the interactive mailing list processing program, and the automated class mailing lists, or A CLS. Established last quarter, A CLS are course mailing lists that initiate and maintain subscriptions according to information fed directly from the Banner Student Information System. So far this quarter, the number of A CLS has topped 250, with nearly 15,000 subscribers.

Edwards also receives a number of complaints from users each day, some dealing with spam, or unwanted ‘junk’ email, others reporting abuses by other users. “I consider myself a proactive postmaster,” she says. “But I’m a reactive abuse handler. In other words, I don’t go looking for people that have misused their accounts, but when I get a complaint I investigate it, and I deal with it.”

The most common abuses, Edwards says, are chain letters, commercial uses of campus accounts, mass postings to newsgroups, and sharing of accounts with unauthorized users. “The one duty she regrets is having to suspend accounts, but when I get a complaint I investigate it, and I deal with it.”

Debbie Edwards is the person who answers email sent to postmaster@ucdavis.edu.

Contact Information:
Email: postmaster@ucdavis.edu
Phone: 752-1208
Web site: http://clientservices.ucdavis.edu/postmaster

YOU ASKED

Q: I am interested in reserving a computer classroom for a class session. What is the process for doing this? What resources are available to me?

A: If you are a faculty member, teaching assistant, or staff member, you can reserve a computer classroom for academic purposes and use it for any class period, lab session, discussion section, or one-time demonstrations.

During the academic quarter, on weekdays between 8 a.m. and 6 p.m., you may reserve computer classrooms for academic classes only. Outside this time frame the rooms may be reserved on a recharge basis for non-academic use.

We accept reservations up to a year in advance, and we recommend early reservations: the more popular computer rooms get booked up rapidly. Daytime hours generally fill up more quickly than those in the evening, so if you reserve late your preferred classroom or time may not be available.

It’s important to note Lab Management’s policies before reserving a classroom. (A complete listing is available on the Web.) Here are a few of the main policies:

• An instructor or teaching assistant (TA) must be present during the reserved time.

• Software must be installed in the classroom.

• Software must be submitted to Lab Management for installation no later than two weeks before scheduled use of the lab.

We will install the software, but the person reserving the computer classroom must test non-standard software in advance of the class.

Resources:
Phone: 752-8549
Email: labmanager@ucdavis.edu
Web site: http://lm.ucdavis.edu

To reserve a computer classroom:
Call 752-8549, send email to Lab Management at lab-reserve@ucdavis.edu, or fill out a form on the Web at http://lm.ucdavis.edu/rooms/reservationform.html.
Online Floor Plans Gain Popularity
BY MATTHEW MATUZAK, COMMUNICATIONS RESOURCES

When Sharie Sprague, a technology support coordinator (TSC) in the Chancellor’s Office, needs to identify or verify the location of NAMs (Network Access Modules) in Mrak Hall, she views and prints this information from an online campus resource.

“I use the maps periodically when I need actual NAM information or simply want to see the spatial layout of an area,” said Sprague. “I’ve found the maps very useful, even when I simply want to view a large area with regard to space utilization.”

The floor plans were added to the Communications Resources (CR) Web site in the spring of 1997 in an effort to expand access to NAM location information. The goal is to eventually develop a system that will allow campus staff who coordinate moves and installations of telephone and data connections to view the same information used by Communications Resources staff. CR technicians, for example, use the floor plans when they install a new NAM or reactivate service to an existing NAM.

The online plans already allow departmental network support staff who maintain their own records to crosscheck CR’s records against their own system or to pull up information quickly. “It’s saved trips out to sites for myself or my student assistant,” said Ray Cabral, a programmer/analyst with the Division of Biological Sciences, who also maintains records of his own department’s floor plans and room locations. “Sometimes it’s easier just to go online to look something up,” Cabral said.

Work on the floor plans began in Fall 1994 when Network 21 contractors required information about the wiring configuration of campus buildings. Obtained from Physical Plant, the original floor plans were revised, enlarged, and converted into online plans with AutoCAD, a Computer Aided Design (CAD) drawing program used to draft the interior layout of buildings. A team of CR staff, including Senior Draft Technician Ron Burt, developed the set of 600 documents containing several layers of information, such as the name of the building, the floor level, the room number and the location of NAMs.

Web Server Survey Reveals Shifts
BY RICHARD DARSEY

In order to understand the resources and support Web administrators may need in our highly decentralized, distributed and diverse Web server environment, Distributed Computing Analysis and Support (DCAS) has produced a preliminary database of campus Web servers, using a combination of survey techniques. There were three motivations for this endeavor: 1) to gather information on the campus Web server environment; 2) to prepare a Recommended Solution document with guidelines for selecting hardware and server software for Web servers; and 3) to determine the needs of the server population to whom IT will be providing distributed authentication services.

In February 1997, around 300 potential Web servers and their locations were identified. This fall, 207 of those servers were active. A one-page email survey was sent to the identified site administrators, seeking more details about server hardware and software, databases and middleware, various content categories (in order to better assess the needs for secure Web pages), and site traffic.

(The full report is available at the campus Web server survey page, http://dcas.ucdavis.edu/webadmin/survey.html, on a system that will allow campus administrators to view the information quickly. It’s saved trips out to sites for myself or my student assistant,” said Ray Cabral, a programmer/analyst with the Division of Biological Sciences, who also maintains records of his own department’s floor plans and room locations. “Sometimes it’s easier just to go online to look something up,” Cabral said.

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see Floor Plans, p. 8

Ron Burt, a Senior Drafting Technician in Communications Resources, makes changes to an online floor plan.
Pilot
from page 1

tions are designed to help simplify the ini-
tial set-up process.
• Information about new-style LoginIDs is
now linked to the Remote Access Web site.
• A working draft of a future Recommended
Solutions document entitled “Telecom-
muting via Modem: A Suggested Ap-
proach” is posted on the Remote Access
Web site. The document outlines the issues
that participants in the current phase of the
pilot had to consider when reconfiguring
their systems for modern usage.

Recommendations were made available on
port available, and hardware and software
phase of the pilot to augment the level of sup-
ments, Technical Support Coordinators
of the other participants, will help prepare for
impossible,” he says.

You are invited to participate in a
bibliographic software online survey. Repre-
sentatives from the General Library, the
Health Sciences Library, Information
Technology, and UC D’s faculty have
formed a workgroup to evaluate and rec-
ommend a bibliographic software pack-
age for the campus. The workgroup con-
structed an online survey to gauge cur-
rent use of this technology on campus
and learn what product features are most
important to the campus community. To
participate in this survey, visit http://
The Web site also contains information
sheets and a demonstration version for
each software package. The deadline for
submitting entries is March 1, 1998. A
evaluation will be posted in A pril.

If you missed any of the first four Year
2000 Presentations or would like to re-
view the material, go to the Web at
http://y2k.ucdavis.edu. The handouts from
each presentation are available both
in PowerPoint format and as a text
file.

Get ready for Odyssey 98! Visit http://
odysey.ucdavis.edu to find out about
this year’s celebration of technology use on
campus. And volunteer to help make this
year’s event another smashing success!
Sign up by March 2.

Two new Recommended Solutions
documents are now available:
“Guidelines for Developing and Imple-
menting Administrative Systems at UC
Davis” is designed to help departments
develop a methodology for building
new administrative systems. (See Cam-
pus Presentations on page 7 for presenta-
tions on this topic.)

The second document, “Light Web
Pages,” provides guidelines on how to
create Web pages that can be easily
and quickly accessed by modem.

To find out about or review the ma-
jor options for connecting to the campus
network from off-campus, consult the
“Overview of Off-campus Connectivity
Options,” a Recommended Solution
document made available last December.

All Recommended Solutions can
be accessed on the Web at http://
http://it.ucdavis.edu/Solutions.

see What’s New, p. 8

Participant
from page 1

Communicate more quickly with the graduate stu-
dent who is developing a Web site in con-
junction with a proposal to the National Sci-
fication Foundation (NSF).

“Because of the pilot, I am able to go to
the site immediately when the student con-
tacts me. Previously, this would have been
impossible,” he says.

Verossi’s experience, together with those
of the other participants, will help prepare for
the next phase of the Remote Access Pilot in
March. In response to participants’ com-
ments, Technical Support Coordinators
(TSCs) were incorporated into the current
phase of the pilot to augment the level of sup-
port available, and hardware and software
recommendations were made available on
the Remote Access Web site.

Resources:
New-Style LoginID:
http://mothr.ucdavis.edu/UCDLoginID
Remote Access Web Site:
http://access.ucdavis.edu

Award-Winning Cover
On January 17, the cover of the U C D avis
1997-98 staff directory was awarded the silver prize in the design
category in the Sacramento Club of Printing
House Craftsmen’s annual contest. The
cover was designed by Todd Zerger from
Reprographics, who collaborated on the
cover’s conceptual theme with Pat Elkins
and Linda Nixon from the Directory Ser-
vices Unit of Communications Resources.

New 56K Modem Standard
On February 4, after debating the standard
for nearly a year, the International Telecommu-
nications Union (ITU) came to an agree-
ment on 56 kilobits per second (Kbps) modern
proprietary recommendations, thus ending a
fierce marketing battle between two incom-
patible 56K modem technologies.

In February 1997, Motorola Corp. intro-
duced the first 56K modem, which was built on
Rockwell’s K56flex proprietary recom-
menation. At the same time, U.S. Robotics
(now 3COM) released its 56K modem built
on its x2 56K proprietary recommendation.
These two technologies competed directly,
and could not communicate with, each other.
Until now, anyone with a K56flex or x2 mo-
dem could get fast service only from an
Internet Service Provider (ISP) who specifically
supported that technology. Many computer
users held back from buying the modems, un-
certain which technology would prevail.

The ITU, an arm of the United Nations, started
meeting in March of 1997 to address this in-
compatibility issue. Rockwell and 3COM both
submitted their proprietary recommendations
for review. The ITU was charged with produc-
ing one standard from all the different recom-
mandations proposed by the vendor industry.
(A standard is defined as, “a technology
agreed upon by the various vendors in an in-
dustry and ratified by an international gov-
erning body.”)

Unlike in 1994 when it selected the V.34 stan-
dard over V.FC for 28.8 Kbps modems, this
time the ITU proposed a merger between
K56flex and x2 56K technologies. The new
V.90 56K standard will make it possible for
consumers to purchase any product and use it
with any other vendor’s product. The final
draft standard is due in late March, but the
new standard will not be officially ratified
until September 15.

Manufacturers have announced that they will
release modems built on the V.90 standard in
late March. If you decide to buy a 56K mo-
dem built upon the V.90 draft standard before
September, be warned that you may have to
upgrade the modem if changes are made to
the draft standard. And keep in mind that,
while the standard supports 56Kbps when the
user requests information or downloads infor-
mation from the Internet, the maximum trans-
fer rate reaches only 33.6 Kbps when sending
information to the Internet. The FCC in North
America has limited downloading speeds to
53 Kbps, but is currently reviewing this regula-
tion. If you already own a 56K modem, many
manufacturers have promised to offer free
software upgrades to make them compatible
with the new standard.

At press time, the battle between the two main
manufacturers was not quite over. Rockwell
has announced that it will not test its modems
with 3Com’s and that the K56flex modems will
connect to x2 modems at a maximum rate of
33.6 Kbps. On February 5, Hayes, Ascend,
and Cisco announced that compatibility within
the V.90 draft standard is still not reliable.
They have decided not to build products until
testing between users and ISPs with different
V.90 vendor modems is completed.

For further information and updates on the
new 56K modem standard, go to http://
cnet.ucdavis.edu/advtech/evals.
Mark your calendar! The special presentations below will help you stay abreast of issues related to the information technology environment. For updates on special events, presentations, and professional development opportunities, visit http://it.ucdavis.edu/itcalendar.html.

February 24: Year 2000 Presentation - Macintosh
Find out how the Macintosh will be affected by the Year 2000 problem and what applications might be problematic.
Time: 1:30-2:30 p.m.
Location: Center for Advanced Information Technology (CAIT), Shields Library.
Web site: http://it.ucdavis.edu

March 6: Guidelines for Proposing and Building Administrative Computer Systems at UC Davis
(See February 26 for description.)
Time: 11:30-12:30 p.m.
Location: Cabernet Room, Silo.

March 9: How Do You Improve Your Information Situation?
This is the second in a series of four seminars. Following the assessment exercise described in the first seminar, tools, techniques, and information-receiving and organizing skills will be presented to help you manage information more effectively.
Time: 12 - 1 p.m.
Location: Cabernet Room, Silo.

March 10: Year 2000 Presentation - Networks: Server Operating Systems (NT, Netware, LAN Manager)
A presentation and discussion of operating system bugs as well as code revisions and fixes associated with the Year 2000 Problem.
Time: 1:30-2:30 p.m.
Location: Center for Advanced Information Technology (CAIT), Shields Library.
Web site: http://it.ucdavis.edu

March 12: Internet 2, CalREN-2: How Can We Use It?
Join Russ Hobby, director of IT’s A advanced N eworked and Scientific Applications (ANSA) and chair of the CENIC’s technical planning group, in an exploration of CalREN-2’s capabilities and offerings. Hobby, one of the Internet 2 architects who developed the Initial Internet 2 design, has been coordinating UC’s Internet 2 engineering efforts. Hobby will explore with the audience how CalREN-2 can meet the needs of researchers and instructors and expand their use of technology in their work.
Time: 2-3 p.m.
Location: East Conference Room, M U.

March 3: Year 2000 Presentation - Networks: WANs, LANs, Hubs, Routers, and Switches
This presentation will explore hardware and code problems associated with older equipment, as well as fixes and code revisions that will support Year 2000 compliance requirements. Voice-related compliance issues will also be discussed.
Time: 1:30-2:30 p.m.
Location: Center for Advanced Information Technology (CAIT), Shields Library.
Web site: http://it.ucdavis.edu

March 24: Year 2000 Presentation - UNIX
(Notice: This presentation was originally scheduled for March 17.) Come explore how to research Year 2000 bugs in your UNIX workstation (or server) applications.
Time: 1:30-2:30 p.m.
Location: Center for Advanced Information Technology (CAIT), 165 Shields Library.
Web site: http://it.ucdavis.edu

February 26: Guidelines for Proposing and Building Administrative Computer Systems at UC Davis
If you’ve built, or are thinking of building, your own departmental administrative computer system, don’t miss this presentation.
Debbie Lauriano, Project Director in Information Resources, will offer guidelines for proposing, developing, and implementing such systems, and she will introduce two friendly, flexible tools that will help you accomplish these goals. This presentation is based on a Recommended Solution document released this month (see W hat’s New, on page 6).
Time: 2:30 p.m.
Location: Center for Advanced Information Technology (CAIT), Shields Library.

March 2: Guidelines for Proposing and Building Administrative Computer Systems at UC Davis
(See February 26 for description.)
Time: 12-1 p.m.
Location: East Conference Room, M U.

March 26: Guidelines for Proposing and Building Administrative Computer Systems at UC Davis
This month’s Online Exclusives feature:

- Grants for Technology Training and Leadership, from the National Foundation for the Improvement of Education (NFIE) are now available.

The Seventh Edition of the Directory of Electronic Journals, Newsletters, and Academic Discussion Lists has just been released.

The Web site for the Sunnyvale Center for Innovation, Invention, and Ideas offers a wide range of trademark and copyright information.

To access Online Exclusives, visit our Web site: http://it.ucdavis.edu/it.times/
Working with Excel Functions:
1:30 - 4:30 p.m., TB 134.

Guidelines for Proposing and Building Administrative Computer Systems at UC Davis. See Campus Presentations, page 7.

Web Publishing: Working with Frames:
SDPS, 8:30-11:30 a.m., TB 134 (Faculty & students: learnit@ucdavis.edu or 754-8091).
Year 2000 Problem Winter Quarter Series:

Web Publishing: Converting and Repurposing Documents:
SDPS, 8:30-11:30 a.m., TB 135 (Faculty & students: learnit@ucdavis.edu or 754-8091).
Creating Newsletters and Flyers Using PageMaker:
1:30-3:30 p.m., TB 134.

Mellyon Special Features and Advanced Search Techniques:
2:10 - 3 p.m., Microcomputer Room, 163 Shields Library.

Web Publishing: Working with Word Mail Merge:
9:30-11:30 a.m., TB 134.
Guidelines for Proposing and Building Administrative Computer Systems at UC Davis. See Campus Presentations, page 7.

Web Publishing: Creating Custom Web Graphics:
SDPS, 8:30-11:30 a.m., TB 134.

RTA from page 2

Sabbatical gives me an opportunity to work with members of the Davis community to achieve that goal.

RTA has to be seen to be appreciated. I plan to put on several RTA demo sessions at the A rbor over the next few months. If you are interested in learning more about this tool and how it might help your learning and teaching goals, please contact me at waiters@c.s.ucdavis.edu.

Dick Walters is Professor of Computer Science and the developer of Remote Technical Assistance.

Resources:
RTA Web site:
http://escher.cs.ucdavis.edu:1024
A rbor: AOB IV; 754-2115
Email: arbor@ucdavis.edu
Web site: http://arbor.ucdavis.edu

What’s New from page 6

If you have campus cellular phone service through Communication Resources and your existing account number is in the 916 area code, you will have the opportunity on March 3 and March 9 to obtain a new phone number in the 330 area code at no charge. Take your cellular phone to 1113 A cademic Surge between 9 a.m. and 4 p.m. Call 752-4603 if you have any questions.

Floor Plans from page 5

used for phone, modem, fax and computer network connections.

The version of AutoCAD currently in use also contains a feature that allows each floor plan file to be converted into a Drawing Web Format (DWF), which can be accessed by Windows 95 or Windows NT system users once a free plug-in from Autodesk Inc. is downloaded. With the plug-in, users can print and size any area of a floor plan.

Tests are continually being conducted to open up access to the floor plans to other platforms, including Macintosh and Unix systems. CR W ebmaster Erin M ages is keeping track of newly developed software that supports multiple platform users, and she’s working on streamlining the site’s search capabilities. A beta test of a Java-based CAD viewer for Macintosh and Unix platforms that began in January has been extended for at least another sixty days.

“these maps are proving useful for other things besides N A M issues,” said Doug Decker, a TSC in the Graduate Studies Department. Decker reports that a colleague is using the maps to show room locations for meetings and other events.

Resources:
Floor Plans: http://cr.ucdavis.edu

Banner Profiles from page 3

What is your overall impression of GUI Banner?
I find the new version much harder to use, mainly because it is so slow! I could run around the block sometimes while waiting for my keystrokes to kick in. So far I haven’t noticed the mouse being useful for much of anything. The commands are harder to use because most of the basic function keys that I use require holding the shift and the function keys down. Printing is difficult, too. I have tried several different methods, but have been able to print only what is displayed on the screen.