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IN THIS ISSUE

At Home on the Web 3
Calendar 8
Campus Presentations 8
CCS Prepares for Move 7
Data Back-Ups: An Introduction 4
Ergonomically Speaking 7
Odyssey 98 Call for Proposals 3
Online Exclusives 4
Perspective: Web Lectures 2
What's New 3
Year 2000 Compliance Checklists 5
You Asked: Eudora Filters 6

cbt at ucd

An Alternative to Classroom Technology Training

By Aviva Luria and Babette Schmitt

In April, thanks to a comprehensive site license agreement between the University of California and CBT (Computer Based Training) Systems, all members of the UC Davis community will have a great new resource for self-paced technology instruction: *cbt at ucd*.

CBT Systems is a leading provider of interactive educational software for information technology professionals. As technology becomes more complex and more pervasive, institutions of higher education are starting to offer computerbased courses as an alternative to classroom-based training.

Keeping Pace With Technology

cbt at ucd will offer access to more than 300 different courses, on topics ranging from

Netscape to Java programming, from Internet concepts to Oracle. The courses feature several certification series, including titles that, taken together, offer preparation for Microsoft tests. (CBT Systems works with leading software companies, such as Microsoft, Netscape, Novell, Oracle, Cisco, and the IBM-Netscape-Sun Microsystems Java Consortium to develop vendor-specific training.)

cbt at ucd offers something for nearly everyone, from experienced programmers to computer novices and makes possible a wider range of course offerings, says Katie Stevens, cbt at ucd project manager. "Some topics, because of their depth or technical nature, require a great deal of time or resources to be taught. The value

Introduction to Java - Screen 4 of 16
Java was originally designed to control consumer electronic devices.
To do this, Java had to be platform-independent, secure, and reliable.
However these requirements also made Java an ideal language for developing Internet applications.
Step back

technology learning options.

Over 300 interactive, self-paced technology courses like this Java tutorial will be available in April.

of CBT lies in its offering of many hours of instruction on technical topics. Thanks to the site license agreement between UC and CBT Systems, UC Davis will be able to offer a wider range of technical training opportunities to the entire campus community." The three-year contract for the courseware, signed in October, allows each campus to purchase additional or different courses.

Integrating CBT Into Staff Technology Offerings

Staff Development & Professional Services (SD&PS) is exploring several approaches for integrating CBT courses into the regular technology course curriculum offered to UC Davis staff. "Computer-based training has its place in the vast array of instructional delivery methodologies available to adult learners on this campus, and we encourage staff to explore the online CBT courses as a learning option," say Michele Platten and Carina Celesia Moore, co-managers of SD&PS. In part-

support to dedicate uninterrupted time to CBT.

"The rate of change and complexity that we experience on a daily basis increases the risk that CBT may become lost in the continuous shifting and reprioritizing of work. That is why it is essential that the decision to engage in CBT be made in partnership between a supervisor and a staff member," say Platten and Moore. The courses are scheduled to appear in the Staff Development & Professional Services 1998-99 catalog.

nership with IT Training, SD&PS will be developing a concep-

tual framework for staff, supervisors and managers regarding

puter-based training takes careful education. "Through CBT,

staff members can enhance their computer skills without leav-

ing their workstations — but remember, the dialog between the individual staff member and the supervisor is essential in

determining a plan for professional development," say Platten

and Moore. Traditionally, supervisors have been asked to support staff release time to attend courses or programs that are

held away from work. With CBT courses, staff members no

longer need to leave their workstations, but they will still need

The shift from instructor-led technology classes to com-

Control Your Own Learning Experience

Like other self-paced learning tools, CBT courses will be particularly appealing to self-disciplined and motivated learners. To help you determine the level of difficulty of each course, course overviews listing prerequisites, learning objectives, topic headings, and the specific target audience are posted on the Web. You can also take pre-tests to determine whether you already know the material. The courses, which feature rich

Web Lectures Increasing Student Interest and Involvement

BY **R**ICK Falk, plant biology

Biological Sciences 10 is a general education course for non-science majors that enrolls around 200 students each quarter. When I teach the course, I regularly poll my students, asking how many are taking the course because they truly want to learn something about biology. The response is amazingly negative! No one wants to take this course. When I ask the class why they do not want to learn some biology, I am told: "Biology is boring, too difficult, and not relevant to my everyday life."

I am fascinated by biology and such statements have always given me pause, wondering where we have failed this group of students. And, as I grew into my senior years as a professor, I began to examine ways to reach this group. The new teaching technologies offer one intriguing option. I began to experiment with facets of distance education.

Distance education, or what some term a virtual university, is an enriched educational environment that integrates the networked delivery of multimedia learning materials using synchronous and asynchronous conversations. I like this definition.

Mention a virtual university at Davis and the discussion quickly moves to the pedagogical wisdom of such an approach. Does distance education really affect learning as well as face-to-face teaching? Some will quickly state that we need assessment studies, that we just don't know, and that we shouldn't move into this new arena until we are certain that it is "better."

> For the first time in 30 years of teaching, I saw some hint of the holy grail of teaching: critical thinking.

But a lot of assessment has been done. Thomas L. Russell has compiled a summary of the results of more than 200 studies comparing distance education with traditional in-person study (See Resources at the end of this article). The conclusion is overwhelming: there is no significant difference between the two methods of educational delivery.

Last year, I introduced virtual discussion sections to Biological Sciences 10. Rather than actually meet, the 200 students were grouped into six discussion sections that discussed eight topics via the Internet using email. For the first time in 30 years of teaching, I saw some hint of the holy grail of teaching: critical thinking.

Why did this occur? Interestingly, some of

the students' comments are revealing. First, email discussion appears to be anonymous. More than one student commented that in this format, you can express your point of view and no one knows you. Others mention that it is rather nice to be able to examine what you are about to say before you press the send button. Still others particularly enjoyed would have. That's pretty groovy in my book..."

Another wrote, "I've said it before and I'll say it again: I love this class! Leeches and maggots...well, no more food for me tonight, thanks." This person went on to provide some interesting perspectives on the use of leeches and maggots by physicians in con-



Professor Rick Falk displays his Biological Sciences 10 Web site.

the ability to attend a discussion section at their convenience rather than be tied to a class meeting.

I also placed all of the lecture materials for Biological Sciences 10 on the World Wide Web last year (see Resources). I saw lecture attendance drop to perhaps 40 as the students realized that the material on the Web was identical to my lecture material. When the 40 regular attendees were asked why they attended, they admitted that the material was all there on the Web but that they just liked to hear it from a real person. Attendance rose again near the end of the course as finals approached. Students returned concerned that I might mention things about the final examination in lecture and not include this material on the Web. I observed no particular difference in the overall performance of this class relative to previous classes, but many of my students came away with a better sense of how biology might fit into their lives.

For example, one student wrote, "Thanks for the reply, Professor. I am really enjoying these things, especially the opportunity to discuss these issues with you, my instructor. In a large lecture, that is usually difficult. You offer a great insight. I am learning a lot and forming opinions that I never thought I temporary medicine.

As more students chose to attend lecture via the Internet, I saw my email traffic soar. I spent a lot of time answering questions about biology. The nature of the email questions offered me some insight. Many students asked for more information about a particular point. But, most interestingly, a significant number asked the "dumb question." Some would actually preface their note with, "I know this is a dumb question but. . ."

Yet there aren't any dumb questions.

Comments from my students and additional study on how to use multimedia in teaching have led to a substantial change for my next offering of Biological Sciences 10.

There are only unanswered questions. Too often, students will not voice these questions during lecture because they fear being looked down upon. But from the "privacy" of an email query, I could answer their questions and set up a better foundation for what was to come later in the course and dismiss a lot



of their frustrations with failing to understand this or that point.

A third kind of question would also occasionally appear in my email. When I would examine how I had treated the material originally in lecture or on the Web, I would often find that I hadn't done such a great job in the first place. In a traditional lecture, the question wouldn't be asked several times and I perhaps would realize that my original explanation needed modifying.

Placed on the World Wide Web, class materials become available to the world, and this also has its ego-stroking moments. Two recent email messages will illustrate:

"I am a student at ____ college in ____, WI. My major is Biology - Secondary Education. I am creating a Web lesson for a Computers in Education class and would like your permission to use your graphics in my Web lesson on the vascular system of plants."

And:

"I'm a 10th grade student in the IB program (honors courses) that lives in Florida. I'm trying to teach myself Chemistry because my real teacher is a moron and has absolutely no idea what she's talking about.... I wanted to tell you that I'm using your lecture notes and my book to learn it, and that you're doing a great job. Your notes are the best that I've found so far."

Comments from my students and additional study on how to use multimedia in teaching have led to a substantial change for my next offering of Biological Sciences 10. The Web lectures will all have significant interactivity, including simulations, embedded multiple choice questions, module quizzes — all items that require the student to participate in the learning rather than be a passive observer. The discussion sections will all be virtual and may require some Web surfing for appropriate responses. The essay questions will certainly require some Web surfing and critical thought about what is out there.

Finally, this spring, students registering in three of the six sections in Biological Sciences 10 will take the entire course via the World Wide Web (except for the final exam).

Interested individuals can find out more about Biological Sciences 10 as I teach it by emailing me at *rhfalk@ucdavis.edu*.

Rick Falk is professor of Plant Biology.

Resources:

Biological Sciences 10 Web site: http://trc2.ucdavis.edu/Coursepages2/ bis10 97/

Thomas L. Russell's study:

http://tenb.mta.ca/phenom/phenom3.html

ODYSSEY 98 CALL FOR PROPOSALS Using Technology at UC Davis: Issues, Challenges, and Rewards

ALL MEMBERS OF THE UNIVER-SITY COMMUNITY – faculty, teaching assistants, students, administrators, and staff – are invited to submit proposals for exhibits, presentations, panel discussions, and roundtables on topics related to this year's theme, "Using Technology at UC Davis: Issues, Challenges, and Rewards."

Odyssey 98 is sponsored by the Academic Federation, the General Library, the Joint Campus Committee on Information Technology, the Teaching Resources Center, and the Division of Information Technology.

ABOUT ODYSSEY 98

Odyssey is an exploration of new and creative uses of information technology at UC Davis and a forum for exchanging ideas, perspectives, and experiences. Odyssey 98 will mark the third year of the largest educational event of its kind on campus. In previous years, Odyssey has showcased projects ranging from a Web-based literary journal to a preview of new administrative systems, from geographic information systems to multimedia programs for veterinary students. This year's theme, "Using Technology at UC Davis: Issues, Challenges, and Rewards," marks a shift to an even more interactive event, focused on the exchange of information, experiences, and ideas. Everyone, from all segments of the campus community, is invited to send proposals for presentations, mini-workshops, discussion sessions, exhibits, or booths.

Participating in Odyssey 98 offers you an opportunity to share your thoughts, experiences, and expertise. Or you may want to describe strategies that you've found to be effective. Some possibilities include:

ISSUES

What are some of the issues *you* associate with technology and education? Make nearly any statement on the subject and you will find that it raises a whole host of issues. Even the notion that we are on the verge of a revolutionary approach to teaching and learning might be debated: teachers have been integrating technology into classrooms for years. How are computers different? Are they different? As staff, are we radically changing the way we do business or simply performing the same tasks with new tools?

The issues raised by the uses of technology have no immediate answers — they are points for exploration. Some topics currently being discussed on campus: Are student technology fees justified? How can we ensure that all members of the campus community have basic computer literacy skills? What points do you hear being discussed or would like to have discussed?

CHALLENGES

Have you faced challenges in your quest to implement technology in your research, teaching, or work? What barriers have you had to overcome? The California Digital Library, distance education, and computers in classrooms — what do these mean for higher education and for UC Davis? Although technology offers new ways to teach, learn, and work, it also creates new challenges. New educational software is not effective if student access to it is limited. Innovative tools are of little use to those who can't afford to purchase them or lack the infrastructure required to use them. Sharing the obstacles and strategies

what's NEW

• The open access computer lab in TB 114 is testing extended open hours. From March 2 to March 20, TB 114 will be open until 2 a.m. This pilot will help determine the demand for open labs past midnight.

• Two stations (one Mac, one PC) were installed at the beginning of the quarter in the computer room in 15 Olson. Both have a 10minute use limit. This change was made in response to user requests and site attendant suggestions. Information on campus computer rooms is available at http://lm.ucdavis.edu/.

• I.T. Express is now open from 1-5 p.m. on Saturdays and 2-5 p.m. on Sundays. Located on the first floor of Shields Library, I.T. Express is a walk-in facility that provides software distribution, technology consulting, and copy services. Call 754-HELP (754-4357) for further information.

• Are you prepared for the switch to the 530 telephone area code that will become mandatory in early May? If not, you still have a little time to update your university stationary, campus business cards, fax lists, email signatures, etc. For further information, visit http://cr.ucdavis.edu/areacode.htm.

you've used to surmount them may help others to do the same.

REWARDS

The rewards of innovative uses of technology in the classroom, in research, and in the workplace are being felt at UC Davis. Collaborations between universities are being made possible by distance education. Email discussion lists are enabling the most reticent students to "speak up." More administrative forms and information are online than ever before. Distances grow shorter. Innovation happens. New discoveries are made. What are *your* successes in incorporating technology into the UC Davis environment?

Proposals should be submitted by April 10, 1998.

ODYSSEY 98 At A Glance

The third year of the largest educational and technology event of its kind on campus.

Day of showcase: May 28, 1998.

Deadline for submitting proposals: April 10.

How to submit proposals:

The proposal form is available on the Web at *http://odyssey.ucdavis.edu/proposal.html.* You may also obtain a hard copy by calling 752-6387.

For further information:

Email: odyssey@ucdavis.edu Web site: http://odyssey.ucdavis.edu

• Technology Support Coordinators (TSCs) are invited to a Technology Hour presentation series about ongoing campus computer projects. The schedule and descriptions are available at *http://tsp.ucdavis.edu*. (See Campus Presentations on page 8 for upcoming offerings.)

• You are invited to join the newly-created Year 2000 (Y2K) electronic mailing list. The purpose of the list is to exchange information on various Y2K issues and to provide updates on available solutions and conversion tools. To subscribe, email *listproc@ucdavis.edu*. In the body, type *subscribe y2k@ucdavis.edu*.



Submissions are welcome; please send them by email to itpubs@ucdavis.edu.

University Catering

http://catering.ucdavis.edu/clients/ucat/catering/default.html

This Web site is your menu to a full range of catering services available to the campus community. Examine the options, from box lunches to full-service luncheons and dinners. A downloadable Catering Order & Billing Form (complete with detailed instructions) makes it easier than ever to cater a university event. Links to Marriott, the Silo Pub, and Campus Events round out the site.

Staff Assembly

http://staff.ucdavis.edu/clients/staff/ default.html

As the representative body for all career nonacademic employees on campus, Staff Assembly serves the entire campus community, not only staff. Learn about Staff Assembly and its bylaws, committees, and activities such as Diversity Awareness and "Thank Goodness for Staff" (TGFS) events.

Web Administration Page

http://dcas.ucdavis.edu/webadmin/

Here's an informational resource for campus Webmasters and Web administrators. There are links to local resources and information (including a survey form that all Web administrators should fill out). Also featured are links to online resources, such as diagnostic and image-reduction tools and a guide for technology professionals, which can foster the professional development of Webmasters and site designers.

UC Davis Health System News

http://www.ucdmc.ucdavis.edu/news/ index.html

The UC Davis Health System is an administrative integration of the School of Medicine and the Medical Center. This site includes such features as news releases; facts about the Health System; *Health Journal*, a bimonthly consumer health magazine; *Matrix*, a journal for physicians; and *Pulse*, a weekly televised medical magazine.

Data Back-ups: An Introduction

By BABETTE SCHMITT

This is the first of several articles on back-up issues, strategies, and resources. Next month's article will explore how to back up networked systems.

How many times have you had that sinking feeling after accidentally deleting a file, wondering when it was last backed up or whether it was ever backed up? Clearly, anyone can experience data loss. You could accidentally overwrite a file, suffer a "fatal" software error, encounter a nasty virus, or even fall victim to a hard drive crash and lose everything.

Long gone are the days when back-ups consisted of boxes of floppies with copies of our files. With the advent of larger hard drives and the exponential growth of file sizes, other forms of back-up media are on the market, from removable magnetic cartridges (Zip, Jaz, optical, or CD disks) to 4 and 8 mm tapes. We are aware of the importance of backing up. We have good intentions. The problem too often is that we don't know where to start, or we get overwhelmed with choices and options. Yet backing up is a lot easier than trying to recover lost data after failing to back up. Understanding what the process entails will provide a first step toward creating an effective back-up plan.

What does backing up involve?

At the basic level, it consists of creating copies of information stored on a computer's drive on to secondary media. The process itself ranges in complexity from using a system's copy command to running a backup utility and using scripts to automate the process. You need a strategy to protect at least your most critical data, keep pace with the changes made to that data, and easily restore the files.

What should I back up?

Ideally, every file, every day. But this would be time consuming and difficult to do given the increasing capacity of hard drives and the size limitations of back-up media. It takes time and a lot of space to do a full backup. More realistically, to be able to quickly restore your data, you should have an exact duplicate of every data file on your hard drive, including configurations, word processing documents, database files, spreadsheets, and email messages. If your data is critical, you may want to have more than one copy.

Back-ups are easier and quicker to perform if you keep your data files in a couple of folders (or directories), separate from your application programs. You can always re-install the operating system and application program software. (However, keeping back-up copies of programs is recommended.)

How often should I back up?

It depends on the volume, frequency of change, and nature of your data. If you have high volume daily changes, you'll want to back up daily, at a minimum. Files that rarely change do not need to be backed up as frequently. The key is, don't leave anything vulnerable that would be difficult to re-create. Developing a plan with full and incremental back-ups is highly recommended, especially if you are supporting a large group of users. You may, for example, perform a full back-up once a week and incremental back-ups every day to record changes made to the files since they were last backed up.



This month's Online Exclusives feature:

- Year 2000: Macintosh. A summary of a February 24 presentation held at the Center for Advanced Information Technology on Macintosh-specific Year 2000 concerns.
- Web accessibility. An overview of accessibility issues for persons with disabilities, and a listing of online resources that will help you make your Web site more accessible.
- **Online back-up resources**. What you need to know about removable media storage devices, their capacities, technologies, and prices. Results of tests performed on various Zip and magneto-optical drives, removable hard disks, and CD-R and CD-RW drives are included.

What types of back-up programs are available?

Basic back-up utilities are included with PC operating systems, such as Microsoft Backup packaged with Windows 95 or the backup command in Windows NT 4.0. These functions provide a simple back-up and restore process. Some free back-up programs, available through shareware or packaged with back-up devices, are pared-down versions of full-featured back-up programs.

While these programs may be adequate for basic needs, their lack of automation features and limited peripheral support make them inappropriate for comprehensive or complex back-up schemes. If such are your needs, consider purchasing a full function program such as Seagate BackUp Exec or Cheyenne ARCserve. If you are supporting a large group of users, you may want to invest in a good back-up program whose userfriendly and storage management features (e.g., disaster recovery, tape rotation, device management, and reporting) will save you time and frustration.

What types of media are available?

To determine what media to use, consider the amount, nature and size of your files, and the speed and space required to handle complete system back-ups. Any removable, writable media can be used for these purposes, including 4mm or 8mm tapes, magneto-optical disks, and cartridges. If you don't have much data to back up, a Zip, Jaz, or optical drive, or a CD will probably suffice. Many people enjoy the convenience of these removable cartridges. They are fast, relatively inexpensive, and easy to use. Note, however, that Zip drives are reported to present reliability issues. Disks, which appear on a desktop like a hard drive, allow direct access to, and easy restoration of, individual files.

Tapes, however, present two considerable advantages: they can store gigabytes of data and they are the most economical storage type. (See chart below.) High-capacity tapes can back up your hard drive for under a penny per megabyte. If you can afford it, get a backup system that has at least the same capacity as your hard drive. To take advantage of the maximum tape capacities advertised by manufacturers, your tape drive and software must support compression.

Where should I store my back-ups?

If possible, store them off site so they are protected in the event of vandalism, a fire, a flood, or any other disaster that might destroy or damage both the computers and the backup media. At the very least, consider getting a small fire- and water-proof safe if you want to store them on site.

How do I know if my back-ups are reliable?

Having back-ups can give a false sense of security: a back-up is only as good as your ability to restore data from it. To ensure the reliability of your back-up data, you need to integrate periodic testing and file restoration into your plan. Short of this, you may one day experience that sinking feeling again.

Storage Type	Media Price (per MB)	Approximate Max. Capacity
Hard drive	\$0.04-\$0.09	23 GB
CD-R CD-RW	\$0.004 \$0.04	650 MB 650 MB
Zip	\$0.10	100 MB
Jaz	\$0.08	2 GB
Magneto-Optical	\$0.02	2.6 GB
Tape 4mm 8mm DLT QIC	\$0.004 \$0.001 \$0.004 \$0.006	4 GB 20 GB 35 GB 4 GB

CD-R = CD-ROM Recordable (can only write once)

CD-RW=CD-ROM Re-writable (can write many times)

Notes: Calculations are based on February market prices. Some of these maximum capacities are achieved with compression, which some tape drives do not support. The cost of media is a small part of your overall costs. Back-up equipment should also be factored in.



Year 2000 Compliance Checklists A quick guide to checking your hardware and software

By Faust Gorham and Babette Schmitt

The checklists below are provided as a tool you can use to determine the Year 2000 compliance status of your hardware and software. Start with the Year 2000 Compliance Master Checklist at the center of the page and make your way through the "satellite checklists."

For information on the Year 2000 (Y2K) Problem, go to *http://y2k.ucdavis.edu*. For updates and news and to participate in a discus-

sion of related issues, solutions, and strategies, subscribe to *y2k@ucdavis.edu*. (Send an email message to *listproc@ucdavis.edu*. In the body, type subscribe *y2k@ucdavis.edu*.)

Checklist #1 CMOS/BIOS

- 1) Back up your mission-critical data.
- 2) Restart your machine.
- 3) Write down the BIOS manufacturer and version.
- 4) Visit the BIOS vendor's Web page to check for compliance.
- 5) Enter the BIOS configuration mode on your computer.
- 6) Set the date forward to Dec. 31, 1999. Set the time to 11:56 P.M. and wait 5 minutes.
- 7) Turn on your machine and boot into your operating system.
- 8) If your operating system indicates January 1, 2000, your CMOS/BIOS is Year 2000 compliant. If not, you will have to replace your CMOS/ BIOS. (See Checklist A below.)

Checklist A

- 1) Contact your system vendor (Dell, Compaq, etc.) and inquire about the availability of a BIOS update.
- 2) If a BIOS update is available from the system vendor, go to Checklist B. If not, proceed with step 3.
- 3) Contact the BIOS vendor and ask about the availability of an update.
- 4) If an update is available from the BIOS vendor, go to Checklist B. If the update is not available, proceed with step 5.
- 5) Replace motherboard or entire system.

Checklist B

- 1) If the BIOS upgrade is available via an EPROM, have the vendor or a technician install it for you.
- 2) If the BIOS upgrade is softwarebased, boot into DOS, following directions.
- Warning: Be sure to let the full install carry through. Interrupting the install could have adverse effects.

Checklist #2 Windows OS

- 1) If you are running Windows NT 4.0 Server or Workstation, your operating system is compliant.
- If you are running Windows 95, you must install a patch or upgrade to Windows 98 or NT 4.0.
- If you are running Windows 3.11 or DOS, upgrade to Windows 95 (with a patch), Windows 98, or NT 4.0.
- Note: Patches for Windows operating systems can be downloaded from Microsoft's Support Web site (see Resources below).

Year 2000 Compliance Master Checklist

Platform	CMOS/BIOS	OS	Software
Mac	~	~	See Checklist #4
PC	See Checklist #1	See Checklist #2	See Checklist #4
UNIX	~	See Checklist #3	See Checklist #4

' indicates that no action is required.

RESOURCES

UC Davis Year 2000 Web site: http://y2k.ucdavis.edu List of Software Vendors' Web sites: http://web.idirect.com/~klg/computer.html Microsoft's Support Web site: http://support.microsoft.com/download/ support/mslfiles/W95filup.exe Sun Microsystems Web site:

http://access1.sun.com/cgi-bin/query.cgi

Checklist #3 UNIX OS (HP, Sun)

- If you are running Solaris 2.6 or HP/ UX 10.3, your operating system is compliant.
- 2) If you are running Solaris 2.5.1 or below, your operating system is not compliant. Download the patch for your operating system's version from Sun's Web site (see Resources below).
- If you are running HP/UX 10.2 or below, your operating system is not compliant. Call HP Technical Support at 800-633-3600. You must supply a customer support number. You will then be directed to the appropriate patch for your OS.
- If you are running an operating system below SunOS 4.1.3 or HP/UX 9.x, your operating system is not compliant and needs to be upgraded.

Checklist #4 Software

- Check the software vendor's Web page for compliance information. (See Resources for a list of vendors' Web sites.) You may also check the UC Davis Year 2000 Web site. (See Resources.)
- 2) If the compliance status of your software is unknown or uncertain, you need to test your software.
- Back up all mission-critical data. Set the system clock forward to January 1, 2000 and restart your machine.
- 4) Use software to perform real world tests. Test all date functions.



Q: Is there a way of sorting my incoming email messages so I can find them easily when I need them?

— Asked at IT Express

A: If you use Eudora to pick up and read your email, you may find its filtering feature useful. With filters, Eudora has the ability to inspect incoming email and, based on certain criteria, file messages in your "In" box or another mailbox of your choosing.

Be advised though that employing filters could cause you to overlook important incoming mail — be careful! If used properly,

CBT from page 1

graphics, are structured as units, each of which takes roughly one hour to complete. You can tailor your learning experience to your particular needs and control the pace and sequence of instruction. Advice is provided at critical junctures to help you make appropriate training path decisions. To gauge your learning progress, you will be continually assessed and given feedback, both during and after instruction.

You may choose one of three CBT access options:

- 1. "Live play" lets you interact directly with the Web server. This option requires an uninterrupted connection to the campus network.
- 2. Download a course to your computer or laptop hard drive before you leave campus. Courses average 15

megabytes, and can take a long time to download with a modem connection. (Some courses are available only for download, as live play is a relatively new feature of CBT Systems products.)

3. **Seven CDs**, grouped by software packages, will be available for purchase at the campus bookstore.

Pilot Participants Provide Valuable Feedback

Two month-long pilots were conducted from December to March to help the *cbt at*

filters can make your life easier by sorting or labeling messages according to your needs.

Like many campus users, you may receive messages informing you of server downtimes and other interruptions to email service. These POP Messages of the Day (or POPMOTDs) are sent by Information Technology systems administration staff to inform users of critical systems downtimes or upgrades that might affect IT's ability to serve them. Eudora filters can help you if you wish to automatically redirect the POPMOTDs to a location other than your "In" box. With properly defined filters, you will be able to easily find messages related to system performance. (Because POPMOTDs contain important information, we recommend that you not delete them until after you've had a chance to read them.)

Filters can be useful if you subscribe to a very active mailing list. While you enjoy the messages you receive through this list, they're probably not top priority, and sometimes you find that you overlook or put off more important messages while sorting through the mailing list traffic. By setting up a simple filter, you can create a label for all messages addressed to the mailing list (e.g., "Chat" for a

ucd project team work out technical kinks and determine the level of support needed. Both pilot programs sought to test the delivery of the courses and to uncover any obstacles to learning. Participants were asked to make "diary" entries detailing their experiences. These comments will help the project team prepare for the gradual roll-out of *cbt at ucd* to the entire campus community.

Carol Beck, computer specialist for Sproul Social Sciences Administration and a Technology Support Coordinator (TSC) for her department, participated in the CBT tutorial on Java. Lab time was set aside for participants to work independently and ask questions of an instructor. "It worked really



well. Because it wasn't taught in a classroom, it gave me the flexibility I needed. I did sometimes need the lab time to get away from the office for some peace and quiet, but I was still working at my own pace in the lab," she said.

Roseanne Serrao of the Institute of Transportation Studies took 16 courses as part of the first pilot. She likes the visual nature of CBT Systems courses, and said that "they constantly reinforce what you were just taught with questions and diagrams."

"I believe the retention level is far greater

mailing list called "Off-Campus Chat") and color-coded in your "In" box. Or you can have Eudora send them to a newly-created "Chat" mailbox, where they can be saved for a later time.

As you experiment with filters, you will discover how to add further criteria to organize your incoming and outgoing mail to your liking and sort mail by the message's subject line or other parameters. The possibilities are numerous. But be sure to define your criteria carefully.

— Beau Patrette,

IT Express Program Coordinator

How to Set Up a Simple Eudora Filter

To set up a Eudora filter that will automatically store your POPMOTDs in a special mailbox, follow these steps:

- Once in Eudora, click on the "Special" (Mac) or "Tools" (PC) pull-down menu and select "Filters."
- 2. In the "Filters" dialogue box, click on the "New" button.
- 3. Make sure that "Incoming" is chosen at the top of the dialogue box.
- Click the down arrow to the right of the "Header" box and choose "To:" (Mac) or "Starts With" (PC) from the pull-down menu.
- 5. In the box below "Header," select "contains." In the box to the right, type "SYSTEM " (without the quotes and in all caps).

than that of a classroom-taught course," she said. "You can find the designated topics, rather than waiting for an instructor to cover what you want to hear."

Finding a Mac Solution

The tutorials are available for use in Windows 95 and Windows NT environments. CBT Systems plans to have courses for the Macintosh platform sometime in 1999. In the meantime, the *cbt at ucd* project team is considering solutions like those being used for Banner.

"We want to do our best to add what Mac users need and ensure there's a solution for them. But what we're faced with is that the CBT courses as they've come to us don't have a Mac platform," Stevens said.

CBT courses will be available to all UCD affiliates in April. More information can be found on the Web. (See Resources below.)

Resources:

cbt at ucd Web site: http://cbt.ucdavis.edu/cbthelp CBT Systems Web site:

http://www.cbtsys.com

For questions on technical issues and

Resources:

For more information about filters, see the online help in Eudora. (In Windows, use "Search for Help On..." and enter "filters." On the Macintosh, pick "Filters" from the Help menu by the Finder.)

Eudora upgrades, including Eudora Pro 4.0, are available on the Web at *ftp://it-express.ucdavis.edu*. Follow the path to Internet network applications.

- 6. Leave the box below at "Ignore" and proceed to "Actions."
- 7. In the first box under "Actions," select "Transfer to."

8. On the Mac, you will be prompted to select a mailbox that will house future email messages that match your criteria. Click on the Transfer menu and select "New" from the list.

On the PC, click on the "In" button to the right and select "New" to create a mailbox.

- 9. Choose a name for the new box that will store all future messages beginning with the word "SYSTEM." (You might call it "POPMOTD.")
- 10. Close the "Filters" dialogue box and remember to save your changes!

course content, email cbt@ucdavis.edu.

The 1997-98 Staff Development & Professional Services catalog is available at http://sdps.ucdavis.edu/

The cbt at ucd team contributed to this article.

What's New from page 3

• A software volume purchase agreement has been signed with Brio Technology, Inc. Brio products provide powerful and easy to use query, analysis and reporting functionality across both client/server and Web environments. They can be used with operational systems such as DaFIS, data warehouse projects, as well as most databases, and spreadsheets. These products are available for Mac, PowerMac, Windows and Unix. Pricing information and ordering procedures are posted at the Site License Coordination Web site, http://eclipse.ucdavis.edu/slc/content/ brio.html. You may also contact the Site License Coordinator at 752-5413.

6

CCS Prepares for Move Surge II Becomes Campus Contact Point

Creative Communication Services (CCS) will soon begin moving into its new home at 3820 Chiles Road, southwest of the Mace Boulevard/I80 Intersection. CCS is the department of the Information Technology Division that offers print, media, and publishing services to UC Davis affiliates both on campus and at the UCD Medical Center. By combining Repro Graphics, Illustration Services, and Instructional Media, CCS provides a full range of services, from Quick Copy printing to photography, imaging, medical illustration, design, and audio-visual equipment. The three units are scheduled to transfer their production services to the new facility within the next three months. The move will enable CCS to offer its full range of services in the new facility while maintaining a contact point on campus.

A Necessary Move

"We have been in need of space for so long," explained Dan Washabaugh, CCS Repro Graphics production manager and coordinator of the move. "In effect, the move will be as beneficial to those who use our services as for those who work here."

For the first time since the three units were brought together under CCS in 1994, the organization will have a facility large enough to accommodate all its services. The new facility will enable CCS to serve its customers with greater efficiency. The geographical dispersion of services across campus and the overall lack of space had resulted in the fragmentation of services and presented a number of logistics challenges. Large amounts of paper had to be shuffled in and out of the Repro Graphics building every day to make room for daily production. At the new facility, Repro Graphics will be able to offer its clients one-stop service and a greater selection of stocked papers. The decision to move to a vacant building off campus was based on a number of factors, including the lack of available buildings on campus and the costs associated with constructing a new facility.

Repro Graphics Makes the First Move

CCS will begin phases of the move in mid-March, with the transfer of production services to Chiles Road. "Given the diversity of our services and the array of equipment, the move will be a unique orchestration of staff, local movers, riggers, and vendors," Washabaugh said. "Our goal is to move in without interrupting or disrupting services. It's a team effort."

The main change for most customers will come in early April, when representatives from Repro Graphics will join other CCS staff in Surge II, west of the Silo. The main Repro Graphics building will be vacated by May 1st.

New On-Campus Central Location

On April 6th, Surge II will become the central on-campus contact point where CCS representatives will be available for consultation and work requests. To facilitate on-campus requests, couriers will routinely pick up and drop off jobs every day.

The following services will not be affected:

- All Quick Copy Centers will remain at their current locations (50 Mrak Hall, Shields Library, 60 Carlson Health Sciences Library), with the exception of Station III located off campus, which will close on March 16th. Pick-up service will remain available to customers of Station III. Starting April 6th, Quick Copy services will be provided at the new CCS facility on Chiles Road, in addition to the existing on-campus locations.
- All Instructional Media, including Equipment Loan, the Video PlayBack Center and Repair Services will remain at their current locations.
- All Illustration Services, including film and slide processing, printing, and photography services will remain at Surge II.

Once settled into its new locations, CCS will be installing a press capable of printing 40" x 28" sheets of paper, commonly used for multi-page publications. This new equipment along with the increased space and the ability to offer comprehensive services in one location will improve the productivity of the organization and its ability to meet campus needs.

An Open House will be held at Surge II and 3820 Chiles Road when the move is complete.

For more information, please contact Ed Dunn at 752-0861.



ERGONOMICALLY SPEAKING

BY JANET FORD, PT, MS

Keep Your Mouse Close

Reaching for a distant mouse is a problem that can result in neck, upper back, or arm discomfort for many computer users. It is especially problematic if you are using a keyboard tray that is not long enough to accommodate both the keyboard and the mouse.

Ideally, the mouse or other input device should reside next to, and at the same height

as the keyboard. Newer keyboards with a built-in input device, typically a small trackball or touchpad, offer an immediate solution. With the cost of keyboards continually dropping, replacing the keyboard is sometimes the most economical option and a good choice if your office space is tight. To save space, you can also use a free standing trackball. One word of caution though: not all input devices are well suited to all computer applications. A touch pad may work well for word processing, but not for extensive graphic applications. To help you make informed choices, the Center for Advanced Information Technology (CAIT), located in Shields Library, will make demo input devices available for trial in early April.

If you are an avid mouse user, you can bring the mouse into its desired location in a number of ways. If your keyboard tray is short, create a temporary mouse surface by placing a thick piece of cardboard under the keyboard which extends past the keyboard. For a longer term solution, you can purchase a longer keyboard tray or a separate mouse tray, but both require space to be mounted under a desk or table. Replacing the keyboard tray with a computer table is another solution. Central Storehouse, Supply Express, can serve as a resource for all the above.

Eliminating the need to reach for your mouse helps control one important risk factor: awkward posture. Next month, we will explore ways to control high repetition, another risk factor.

Resources:

Environmental Health & Safety Ergonomics Page: http://ehs.ucdavis.edu/ergback

Send questions and comments about ergonomics to ergonomics@ucdavis.edu.



Visualization Lab

If your class, research, or work requires scientific visualization or analysis, you may want to use the Visualization Lab, which is equipped with Silicon Graphics workstations and a variety of specialized software. Geographic information systems (GIS), remote sensing, symbolic mathematics, and image processing software are just some of the tools available for work in all disciplines. Access to high-performance computing facilities, including the San Diego Supercomputer Center, is also available.

Manage, analyze, and map information on high-resolution color graphics workstations and printers; create animation out of 2- and 3-dimensional data; graph your data in two, three, or more dimensions; use the lab's subroutine library to perform statistical, mathematical, or graphical functions on your own program. The possibilities are nearly endless.

Services include consultation on all software supported by the lab, as well as specialized consultation on data analysis, graphics and visualization, gene sequencing, and simulation; orientation to the facility and software; and support for integration of Visualization Lab software into course work. A full set of documentation is available for all supported software. There are also several options for obtaining site-licensed software for a yearly fee — such as SAS, Mathematica, Arc/Info, and Arc/View — for your department or office.

In addition to providing support for class development, the Lab staff offer short classes and workshops on selected topics. Those are announced on the Web (see below). The lab may also be reserved for academic class use and is currently host to Applied Biological Systems Technology courses on geographical information systems and a Hydrologic Science course on remote sensing.

Contact Info:

Location: 301B Surge IV

Hours: Su-Th: 12 p.m. - 12 a.m.;

F: 8 a.m. - 6 p.m.; Sa: 12 p.m. - 6 p.m. Phone: 752-6285

Email: vislab@ucdavis.edu

Web: http://ansa.ucdavis.edu

For a sampling of work created in the Visualization Lab, visit the Web at http://ansa.geographic.html



March

8

17 • Using an Access Database: 8:30-10:30 a.m., TB 135.

> • Advanced Image Manipulation Using Photoshop: 8:30-11:30 a.m., TB 134. (Twoday course offered 3/17 & 3/19.)

Windows 95: Beyond the Fundamentals: 1:30 - 4:30 p.m., TB 135.

- Tango: See Campus Presentations below. 19
- Designing an Access Database: 1:30-23 4:30 p.m., TB 135. (2-day course offered 3/23 & 3/25.)
- 24 ◆ Creating Newsletters and Flyers Using Word: 1:30 - 4:30 p.m., TB 134. Year 2000 Presentation: Unix: See Campus Presentations below.

- April
 - ◆ Fundamentals of Netscape: 8:30-11:30 a.m., TB 134. (Faculty and student registration: learnit@ucdavis.edu or 754-8091.)
 - Working in the Windows 95 Environment: 1-5 p.m., TB 135.
 - InfoRelief Series: How Do We Improve the Overall Information Situation?: See Campus Presentations below.

• Fundamentals of Eudora: 1-4:30 p.m., TB 134. (Faculty and student registration: learnit@ucdavis.edu or 754-8091.)

- **%** Fundamentals of Web Publishing: 1:30-6 4:30 p.m., TB 134. (2-day course offered 4/6 & 4/8.)
- **%** Web Publishing: Creating Image Maps: 8:30-11:30 a.m., TB 134.

• Fundamentals of Photoshop: 1:30-4:30 p.m., TB 134. (2-day course offered 4/7 & 4/9.)

% Creating a Class Electronic Mailing List: 3:30-4:30 p.m, Founders Boardroom, BAC.

- 9 • Working in the Windows 95 Environment: 1-5 p.m., TB 135.
- **Solution:** Electronic Mailing List Administration: 13 1:30-4:30 p.m., TB 134.
- Hot Topics in Computer Graphics: 14 Animation and Video: 11 a.m. - Noon, MU East Conference Room.

Database Design Concepts: 9:30-11 a.m., Silo Cabernet Room.

♦ Fundamentals of Eudora: 4:30-8 p.m., TB 134. (Faculty and student registration: learnit@ucdavis.edu or 754-8091.)

- **%** Web Publishing: Simple Image 15 Manipulation: 5-8 p.m., TB 134.
 - Desktop Publishing Design Concepts: 9-11:30 a.m., 1113 Academic Surge.

□ Get Started Searching the Melvyl System on the Web: 10:00-10:50 a.m., Microcomputer Room, 163 Shields Library.

- 16 ◆ Fundamentals of Excel: 1-5 p.m., TB 134.
 - Using an Access Database: 1:30-3:30 p.m., TB 134.

□ Term Paper Basics and Overview of Library and Web Resources: 12:00-1:00 p.m., Microcomputer Room, 163 Shields Library.

% Fundamentals of Web Publishing: 20 8:30-11:30 a.m. TB 134. (2-day course offered 4/20 & 4/22. Staff only.)

> • Transitioning to Windows 95: 11 a.m. - Noon, Silo Cabernet Room.

Get Started Searching the Melvyl

System on the Web: 3:10-4:00 p.m., Microcomputer Room, 163 Shields Library.

21 Network 21 NAR Briefing: See Campus Presentations below.

Remote Access Management Program. See Campus Presentations below.

 Designing an Access Database: 1:30-4:30 p.m., TB 135. (2-day course offered 4/21 & 4/23.)

23 Kerberos on Campus: See Campus Presentations below.

Key to Classes & Seminars

- Information Provider Series: Staff Development & Professional Services. Faculty and student registration: learnit@ucdavis.edu or 754-8091.
- Library Instruction Programs: LibraryClass@ucdavis.edu or 752-4381.
- Staff Development & Professional Services (SD&PS): Enroll online at http:// sdps.ucdavis.edu. Call 752-1766 for an application or catalog.
- Student/Faculty Series: Information \$ Technology; call 754-8091 or email learnit@ucdavis.edu.
- Technology Intensive Seminars: No Ο registration required; call 752-1766 for more information.



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.

March 17: Ergonomic Faire

The UCD Bookstore is sponsoring this event, which will feature 30-minute presentations on ergonomic solutions. A variety of ergonomic accessories will be on display, and you will have the opportunity to consult informally with Janet Ford, physical therapist and author of "Ergonomically Speaking" (see page 7).

Time: 11 a.m.-2 p.m.

Location: MU East Conference Room

March 19: Tango for FileMaker Pro

Tango is a classic Web-to-database connectivity program that makes it easy to publish your database on the Web. Come get a feel for Location: Center for Advanced Information Technology (CAIT), 165 Shields Library

March 24: Year 2000 Presentation: UNIX Solaris and HPUX are two UNIX operating systems widely used on campus. Come find out about the Y2K status of these systems. Time:1:30-2:30 p.m.

Location: Center for Advanced Information Technology (CAIT), 165 Shields Library

March 26: Distributed Authentication

cial Internet Service Providers. Why is this

Time: 2-3 p.m.

Location: Center for Advanced Information Technology (CAIT), 165 Shields Library

April 2: InfoRelief Series: How Do We Improve the Overall Information Situation?

Part III of a seminar series designed for management personnel. Discover effective techniques and tools for dealing with the large volume of information that floods your email, voice-mail, and desk every day.

Videotapes of the previous seminars can

be viewed or loaned out from Self-Paced Learning Lab (1101 Hart Hall). For video availability and hours of operation, please call 752-2911. For additional information, contact IT Training at learnit@ucdavis.edu or 754-8091.

Time: 12-1 p.m.

Location: Silo Cabernet Room.

April 21: Remote Access Management Program (RAMP)

This presentation will give an overview of the various projects underway to improve access to campus network resources from off campus. Come learn about your current and future remote access options and discuss your particular needs. Information on RAMP is available at http://access.ucdavis.edu.

Time:2-3 p.m.

Location: East Conference Room, M.U.

April 21: Network 21 NAR Briefing The Network 21 team will report on the status of the Interim Project. Notes from previous briefings are available at http:// net21.ucdavis.edu/events.Htm. Time: 11-12 noon Location: 5 Lower Freeborn.

April 23: Kerberos on Campus

Kerberos is an authentication method that provides secure transactions with remote services. Come to this talk to learn how Kerberos works and what campus systems are using it for authentication. Find out about Microsoft Windows NT 5.0's implementation of Kerberos and its compatibilities with non-Microsoft servers.

Time: 2-3 p.m.

Location: Center for Advanced Information Technology (CAIT), 165 Shields Library.



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formation echnology

Email: itpubs@ucdavis.edu Homepage: http://it.ucdavis.edu/it.times/





this useful Web publishing tool. Time: 1:30-2:30 p.m.

The Distributed Authentication project is one of IT's network and remote access improvement projects. This new service permits access to restricted campus resources, such as Web pages and newsgroups, through commerimportant? How does it work? What pilot projects are currently underway? Come to this presentation for answers.