

TIMES

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IN THIS ISSUE

Banner Upgrade: Protecting the Privacy of Student Records	3
Calendar	8
Dial in to the Faculty Modem Pool	2
Express Service on Legacy Modem Pool	1
Fall 1998 Statistics Reveal Upswing in Computer Usage	5
Future of Remote Access	7
Perspective: Harry Matthews, Chair of AC4	7
Register for Courses on the Web	4
Teaching Resources Center Web Site Redesign	6
The Station: A Big Hit With Students	5
Year 2000 Report	4

Express Service Established on Legacy Modem Pool

New 20-minute Limit Expected To Increase Modem Availability

By *BABETTE SCHMITT*

The campus has entered a new phase in the ongoing search for a remote access solution that will minimize busy signals and allow more users to connect to the network. In February, the Network Operations Center created an Express Service on the 14.4K Legacy Modem Pool by limiting dial-up connections to 20 minutes. To reflect this change, the Legacy Modem Pool will be renamed the Express Service Modem Pool in a few weeks.

The decision to implement a shorter time limit was based on campus-wide consultations about remote access issues and on the recommendations made in the Remote Access Management Program (RAMP) report last June. The report suggested that “the old [14.4K] modem pool [be maintained] as a special service only, possibly as an Express Modem Service, dedicated essentially to support of electronic mail.”

Exploring Short- and Long-term Solutions

The Express Service is expected to provide only a short-term solution to the remote access problems UC Davis users have been experiencing in the last few years. It is the latest campus effort to improve off-campus connectivity options for the University community within a financially constrained environment.

In June 1998, the campus modem pool infrastructure was expanded at a cost of \$563,000. These one-time funds were approved for the purchase of 56K modems and to cover operational and carrier costs for two years. While these funds provided two first-rate modem pools in the context of post-secondary institutions, with 384 additional lines, the new modem pools did not meet, nor were they expected to meet, the rising demand from students and other University personnel using home computers for connections to both campus and Internet computing resources.

The RAMP pilot costs and the implementation of the 56K remote access service indicate that a pool of 1,920 modems would be required to meet the demand. Depending on the level of service desired, the cost for a pool of that size would range between \$485,000 and \$1,423,000 in one-time costs (primarily for equipment and installation) and between \$731,000 and \$1,595,000 in an-

nual operating costs (for day-to-day support and network operations). (See the RAMP report executive summary at <http://access.ucdavis.edu>.)

Provost and Executive Vice Chancellor Robert Grey charged the Academic and Administrative Computing Coordinating Councils with finding a long-term remote access solution for the campus. Both councils, with assistance from Information Technology, are exploring remote access and funding options in use at other UC campuses. On February 8, the Academic Computing Coordinating Council (known as the AC4) approved a list of thirteen remote access principles that a Steering Committee will use to evaluate other UC campuses' remote access and funding models. The AC4 hopes to determine which model is best suited for the campus. (See “Shaping the Future of Remote Access” on page 7.)

See *Express Service* on page 8

CAMPUS MODEM POOLS AT A GLANCE			
	LEGACY MODEM POOL ^a (EXPRESS SERVICE ^b)	STUDENT/STAFF MODEM POOL	FACULTY MODEM POOL
Users	Students, Staff, and Faculty	Students and Staff	Faculty ^c
Time Limit	20 min/connection; unlimited connections/day	2 hours/connection; 3 connections/day	4 hours/connection; unlimited connections/day
Speed ^d	14.4K	56K	56K
Connection Number	(530) 752-7925	(530) 754-7720	(530) 754-7701
Number of Ports	465	376	92
Protocol ^e	SLIP/PPP	SLIP/PPP	SLIP/PPP
ServiceID ^f	IMOD	IRAS	IRMP
Usage Trends (as of 1/31/99)			
Peak Hours	6 p.m. - 11 p.m.	4 p.m. - 2 a.m.	8 p.m. - 10:30 p.m.
Average Session Length	~ 12 minutes	~ 23 minutes	~ 29 minutes
Average Number of Unique Clients/day	~ 3600	~ 3800	~ 320

Notes:

- a The Legacy Modem Pool is now the only 14.4K modem pool on campus. The Telnet-only Modem Pool was retired on February 28. Its 48 modems were transferred to the Legacy Modem Pool, and its dial-up number (530-752-7900) was discontinued.
- b “Express Service” refers to the 20-minute limit placed on all dial-up connections to the Legacy Modem Pool.
- c Faculty: Members of the Academic Senate and Academic Federation.
- d The speed of your connection will be capped at the speed of your modem (i.e., 14.4K, 28.8K, 33.3K, or 56K) and may be affected by other factors such as the quality of your phone connection.
- e SLIP/PPP: All modem pools now support SLIP (Serial Line Internet Protocol) and PPP (Point to Point Protocol) connections. With this type of connection, you can browse the Web, check your email using a program like Eudora, or perform file transfers. With its 20-minute limit, the Express Service, however, does not lend itself to long Web sessions or large file transfers.
- f ServiceIDs are service permits required to access the modem pools. Unlike the IMOD ServiceID, the IRAS and IRMP ServiceIDs are not automatically assigned to your computing account. See <http://itexpress.ucdavis.edu/modems.html> for more information and instructions on how to add the IRAS and IRMP ServiceIDs to your campus computer account.

Dial In To The Faculty Modem Pool

A Step-by-Step Guide

By WENDY PHILLIPS

The Faculty Modem Pool has yet to return a busy signal. It has peaked at little more than 65% capacity over the last two months [1].

If you are a member of the Academic Senate or Academic Federation, this pool, which supplies remote access service 24 hours a day at speeds up to 56K (depending on the capabilities of your home modem and the telephone lines), is available now to help you get your work done at home or off-site. Interested?

Connecting to the Faculty Modem Pool

First, you must access the campus computer account database, known as Mothra, and choose to add the Faculty Modem Pool service to your campus login and password. Why can't you just dial in? Because the system needs to verify your faculty status, which is accomplished by checking your unique computer account information (your login and password) against the Mothra database. If you opened your campus computer account before September 25, 1996, Mothra will prompt you to upgrade your login from Old-Style to New-Style when you try to add the new service. Also, Mothra will ask you to acquire a Kerberos password (i.e., an encrypted password) if you do not already have one.

If you have already taken care of these housekeeping tasks, you'll be able to proceed directly to adding the Faculty Modem Pool service option, designated in Mothra as "IRMP" [2]. When you select the IRMP service option, Mothra will confirm your faculty status before granting you the Faculty Modem Pool service.

Connecting to Mothra

There are three ways to connect to Mothra, the campus computer account database. Select the one with which you feel most comfortable.

- 1) From your Web browser, go to the "Telnet Connections to *mothra.ucdavis.edu*" Web page at <http://mothra.ucdavis.edu/UCDLoginID/telnet.html> and click on the <telnet://mothra.ucdavis.edu> link.
- 2) If no Telnet dialogue box appears when

you click on the link (or you don't have a Web browser), you can try using a Telnet application directly to access Mothra. To do this, take the following steps:

- Start your Telnet software. (Bovine Online includes Better Telnet 2.0b2, a telnet application for the Mac, and WinCRT 2.0 for the PC.)
 - Select the **Connect** option.
 - Enter "*mothra.ucdavis.edu*" for the host or session name as prompted. (*mothra.ucdavis.edu* is the name of the computer to which you need to connect.)
 - Select the **Connect** or **Open Session** option to initiate your connection to the Mothra database.
- 3) If you prefer, you can access Mothra from a terminal at IT Express in 182 Shields Library. IT Express consultants can assist you. (See "Resources" at the end of this article.)

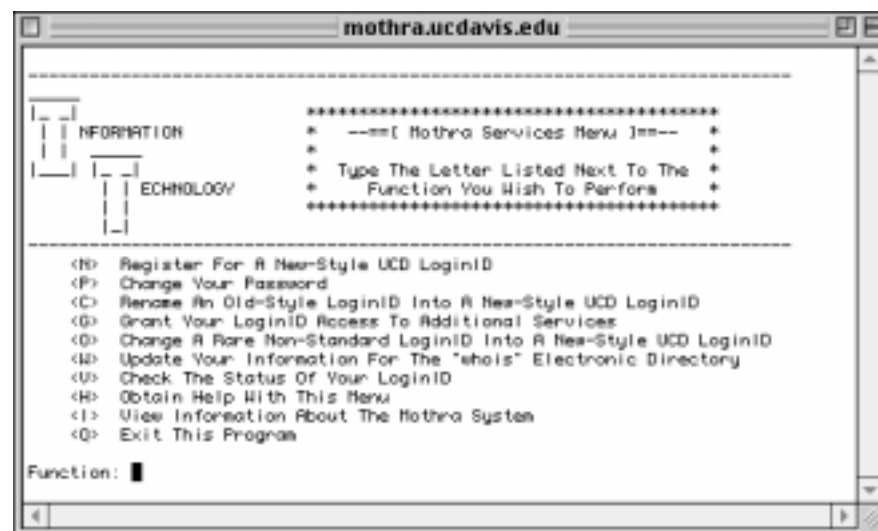
Adding the Service

After you have successfully connected to Mothra, type "services" at the login prompt. (You must type only "services" at this prompt. If you accidentally type your account name and password, your login attempt will be rejected.) Press Return (or Enter) to bring up the Mothra Services Menu.

Once you are in the Mothra Services Menu, select service option "G" to add the Faculty Modem Pool service to your account.

If your campus computer account has an Old-Style LoginID, you will be prompted to update it to a New-Style LoginID (this is also accomplished by selecting service option "C" on the Mothra Services Menu). Likewise, if you do not have a Kerberos password, you will be prompted to choose one. Your account must be current on these two items if you want to add the service.

When you select option "G," you will be prompted for your employee identification number, your name, and your birthdate. Your university status in the Mothra database will



The Mothra services menu as displayed in a Telnet session.

be displayed on the screen. When you press Return (or Enter), this information will disappear, and the Mothra database will prompt you for your LoginID. Then, it will display the existing services associated with your account. Press any key to continue. A list of the available service options will appear.

Enter "IRMP" at the "Enter New ServiceID" prompt to obtain a Faculty Modem Pool service permit (also known as a "ServiceID"). Mothra will verify that you are a faculty member as defined by the Faculty Modem Pool charter (members of the Academic Senate and Academic Federation). If there is any difficulty in processing your service request, Mothra will return an error message. If you receive an error message during authentication and are a qualified faculty account holder, contact IT Express for assistance in updating your account.

Return to the main menu and select option "Q" to exit the Mothra database. The new service will be activated overnight, and you will be able to use it the next day.

Dialing Up

To access the Faculty Modem Pool, you will need to use the (530) 754-7701 dial-up number. You may need to change more than one setting in your email program or modem configuration, so we recommend that you double-check all settings with a dial-up number entry.

Resources

For information about the Faculty Modem Pool, visit <http://itexpress.ucdavis.edu/modems.html>. To contact IT Express, call (530) 754-HELP or send email to ithelp@ucdavis.edu. Bovine Online is available for purchase at the UCD Bookstore Com-

puter Shop. For more information, see <http://online.ucdavis.edu>.

Wendy Phillips is Senior Writer with IT-Communications Resources.

Notes

- [1] The Network Operations Center monitors all modem pools to determine demand and usage trends. If this monitoring reveals that the Faculty Modem Pool has been over-allocated, some modems might be transferred to the Student/Staff Modem Pool, provided such a transfer would not impede access to the Faculty Modem Pool.
- [2] The IRMP name comes from the Remote Access Management Program (RAMP), a pilot program that ended in Fall, 1998. The Faculty Modem Pool is the fully operational interim remote access service that was tested in this pilot program.

Faculty Modem Pool Dial-up Facts

Dial-up Number: (530) 754-7701.

Eligibility: all members of the Academic Senate and Academic Federation.

IRMP: the name of the Faculty Modem Pool service permit (also known as a ServiceID).

Kerberos Password: an encrypted password required to access some online services.

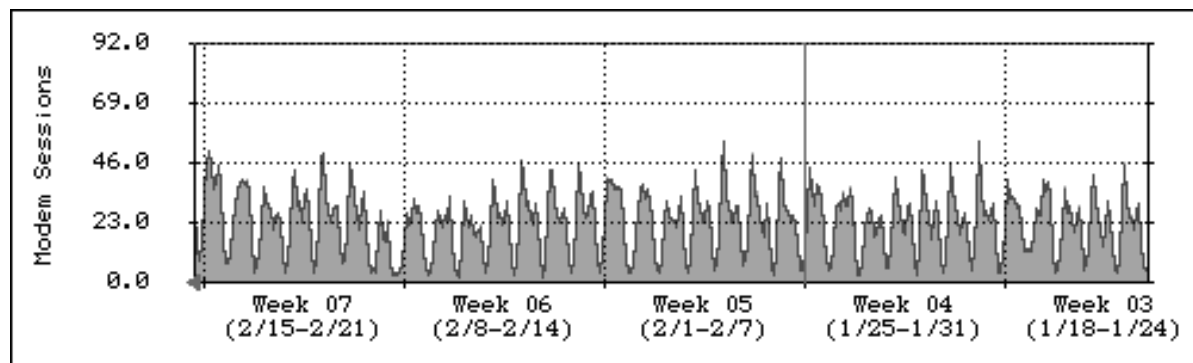
Modem Speed: up to 56K.

mothra.ucdavis.edu: the Telnet address for the campus computer account database, Mothra.

Mothra option C: the menu option in Mothra used to update an Old-Style LoginID to a New-Style LoginID.

Mothra option G: the menu option in Mothra used to add new services to a campus computer account.

Number of Modems Available: 92.



The Faculty Modem Pool rarely peaks above 65% capacity.

Protecting the Privacy of Student Records

Banner's More Secure Log-in Process Planned for Mid-April

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the "Buckley Amendment," defines education records as all records that schools or education agencies maintain about students, including their identification code, date and place of birth, grades, test scores, courses taken, degrees earned, financial aid, or other information that would make it easy to identify or locate a student. FERPA protects both paper and computerized records.

On our campus, student education records are stored in the computerized Banner Student Information System, which can be accessed only by those individuals with a legitimate educational need or institutional business purpose.

In December 1997, Banner was upgraded to a graphical user interface (GUI) in order to stay current with the software supported by the vendor and to conform with state and federal regulations. Since then, Information Technology and Enrollment Services have continued to research ways to further protect the confidentiality of UC Davis student records. On April 19, they will deploy their latest security improvement: a new, more secure log-in process.

New Security Tools Required to Access Banner

Unlike the December 1997 upgrade which dramatically changed the "look and feel" of the Banner system, the impending upgrade will affect only the way in which users log in.

Starting April 19, the following security tools will be required to access Banner:

- **A Kerberos password.** Kerberos software will provide secure authentication with encrypted passwords. It will also bring the Banner system in compliance with UC Davis' authentication strategy to provide a single sign-on procedure for central campus computing systems. Refer to the email message sent to all Banner users on February 22 for more information on Kerberos passwords. The messages are posted on the Banner Help Desk Web site. (See "Need

Help With the Banner Upgrade?" table below.) Another email message will be sent in March.

- **A hard token,** also known as Enigma Logic security token. Veteran users of the Banner system will remember the small calculator-like devices they used before December 1997 to obtain a one-time password and access the Banner system. These tokens were temporarily retired with the introduction of the graphical user interface, which was not equipped to handle token authentication at the time. They will be re-introduced with this upgrade.

Hard tokens, which have a life expectancy of approximately 3 years, are designed as secure devices that cannot be opened, even to check the battery. When the battery dies, the token needs to be replaced. For similar security reasons, individuals should not share tokens — every user must have his or her own. (See the "February Action Item: Hard Tokens" table on this page to determine how to purchase, test, and have your hard tokens programmed.)

Soft tokens, the software version of the Enigma Logic tokens in use before December 1997, are no longer supported by the vendor and will therefore not be available. Records indicate that 250 of the 274 individuals who had soft tokens in 1997 are employed on campus. Since the campus could not afford to subsidize the cost of hard tokens, these individuals (one-fourth of the total number of Banner users) will need to purchase a card and have it programmed by April 19.

Plan to Attend Presentations and Workshops

To assist with the transition to the new log-in process, Information Technology and the Office of the Registrar have scheduled a number of presentations and training sessions.

Presentations will be given on March 9 from 10-11 a.m. and March 10 from 11a.m.-12 noon in MU II. You may attend either session. Topics include an overview of the upgrade, action items for users, and a demonstration of the new log-in process.

Training workshops focusing on the new log-in process will be available between April 14-21. See <http://registrar.ucdavis.edu/training/> for sign-up information.

Nicole Collins, Debbie Lauriano, and Ann Leamon from IT-Information Resources contributed to this article.

PREPARING FOR THE BANNER UPGRADE: A MONTHLY CHECKLIST

February	<ul style="list-style-type: none">• Make sure you have a Kerberos password. For more information, refer to the email message sent to all Banner users on 2/22/99 and posted at http://desktop.ucdavis.edu/projects/banner.html.• Determine if you already have a hard token, or if you need to purchase, test, or have one re-programmed by April 19. See "February Action Item" table below.
March	<ul style="list-style-type: none">• Attend Banner Upgrade presentations on March 9 (10-11 a.m.) or March 10 (11 a.m.-12 noon) in MU II.
April	<ul style="list-style-type: none">• Attend training workshops between 4/14 and 4/21. These workshops will cover ONLY the new log-in process. Sign up at http://registrar.ucdavis.edu/training/.• Implementation of upgrade: April 19.

These two tables are designed to assist Banner users with the transition to the more secure Banner log-in process scheduled for April 19, 1999.

If you have any questions about these checklists or the upgrade, please contact the Banner Help Desk at (530) 757-8996 or bannerhelp@ucdavis.edu.

FEBRUARY ACTION ITEM: HARD TOKENS

	Step	Action
Determine if your department already owns hard tokens	1	Look around your department, desk, and file cabinets to determine if you already have hard tokens.
	2	Determine how many tokens you will need. Departments cannot share hard tokens — each Banner user must have his or her own.
If you don't have a hard token for each Banner user OR If you've lost your hard token	Step	Action
	1	Purchase one hard token for each Banner user from the Computer Shop in the UCD Bookstore. Cost: \$58.00 per token.
	2	To purchase a token, you may: <ul style="list-style-type: none">• Complete a purchase order with the following information:<ul style="list-style-type: none">a. The number of tokens and the description DES Gold Card(s).b. The hard token owner's UCD LoginID. Remember: Only one hard token per user.c. "Yes" or "No" for department pickup. The bookstore can send the token(s) via campus mail or contact you for pick-up.• Walk, fax (752-4791), or mail the purchase order to the Computer Shop.
	3	Attend one of the training workshops between 4/14 and 4/21. Bring your token and a photo ID to get your PIN and have your token programmed. Sign-ups will begin 4/5. See http://registrar.ucdavis.edu/training/ .
Test your hard token	Step	Action
	1	Turn on your hard token. If nothing happens, your battery is dead and you will need to purchase a new token. A hard token's life expectancy is approximately 3 years. For security reasons, a token cannot be opened, even to check a battery. A "dead" token must be replaced.
	2	Enter your 4-digit PIN when you see the "EP" (Enter Pin) prompt on the token screen. If you cannot remember or don't know the PIN, contact Lisa Rocca at (530) 754-6207.
	3	After entering your PIN, a password will appear on the hard token screen. <ul style="list-style-type: none">a. If a password appears, the hard token still works.b. If a password does not appear or you see dancing lines (---), contact Lisa Rocca at (530) 754-6207 to have your token tested and/or re-programmed.
If your hard token doesn't work	4	If your PIN and password work, plan to log-in to the upgraded Banner system the week of April 19.
	Step	Action
If you have a soft token	1	Attend one of the training workshops between 4/12 – 4/21. IT specialists will be on hand to check your hard token. OR Purchase a new hard token from the UCD Bookstore/Computer Shop, and call Lisa Rocca at (530) 754-6207 to obtain a new PIN.
	2	You should have received an email message on 2/22 informing you that the campus can no longer support soft tokens. Plan to purchase a new hard token. Refer to "If you don't have a hard token" in this table for more information.

NEED HELP WITH THE BANNER UPGRADE?

Banner Help Desk	Ann Leamon	757-8996	bannerhelpdesk@ucdavis.edu http://desktop.ucdavis.edu/projects/banner.html
Programming hard tokens	Lisa Rocca	754-6207	larocca@ucdavis.edu
Banner accounts	Jeannie Marston	752-2964	jmarston@ucdavis.edu
Banner upgrade workshops	Jeanne Moje	752-6732	jmmoje@ucdavis.edu
Banner Web site			http://registrar.ucdavis.edu/training



BITS & BYTES

Updated Online Publications Provide Wealth of IT Information

Two guides to IT services, the Faculty Services Guide and the Student Computing Guide, have been updated on the Web. Both guides are designed to provide specific information about IT and technology resources relevant to student and faculty needs. The Student Computing Guide can be found at <http://it.ucdavis.edu/pubs/SCG>. The Faculty Services Guide is available at <http://it.ucdavis.edu/fsg>. Comments and suggestions for either publication may be sent to itpubs@ucdavis.edu.

Report on Campus Y2K Progress

A report entitled "Detailed Year 2000 Compliance Status Report" was released on January 29. The report examines the Y2K status of all major campus administrative and infrastructure computing systems. The good news is, the campus is making good progress toward identifying and resolving all possible sources of Year 2000 vulnerability. However, given the multitude of computing systems and electronic equipment in use on our campus, we can expect some problems with the Year 2000 transition. These problems are not expected to endanger mission-critical systems. To view the report, visit the UC Davis Year 2000 Web site at <http://y2k.ucdavis.edu> or go directly to <http://y2k.ucdavis.edu/y2k/y2kreport199.htm>

New Site Licenses

The following software was recently added to the UC Davis site license collection:

- Transarc AFS Client software: a distributed filesystem that enables co-operating hosts (clients and servers) to efficiently share filesystem resources across local area and wide area networks.
- PC-Rdist: used to distribute files, update the registry, and maintain Windows settings on multiple computers across a network.
- Secure CRT: a secure telnet package for the Windows platform.

For more information on site licensing, visit the UC Davis site license Web site at <http://slc.ucdavis.edu>.

Phone Directory Wins Gold Award

This year's campus phone directory cover won the Gold Award at the Sacramento Club of Printing House Craftsmen's Award Ceremony in February. Todd Zenger, a senior artist with Repro Graphics, directed and executed the project commissioned by Pat Elkins, supervisor of Directory Services in Communications Resources. The cover won the Design category for publications under 12" x 18". Todd used Adobe PhotoShop for image editing and composition, and Adobe PageMaker for page layout and "anything involving text."

Register for Courses on the Web

Pilot Project Offers Alternative to RSVP

A growing number of students use the Web to browse through the General Catalog, view their class and final exam schedules, and check their grades, account balance, or financial aid status. Many students also download forms to petition for a change of major, an application for graduation, or a notice of withdrawal.

So, on February 8, many were pleasantly surprised when the Registrar's Office expanded its suite of online services and launched Registration on the Web, a service enabling students to register in UC Davis classes online.

"I'm always looking for ways to make better use of my time," says Erika Lam, a senior majoring in Environmental and Resource Science. "Being able to register and check my schedule on the Web sounded appealing to me."

The Registration on the Web project, developed with technical assistance from IT-Information Resources staff, is not meant to replace RSVP, the touchtone telephone system in use on this campus since Summer 1993. The online system offers similar registration services, but it also draws on the Web's convenience, interactivity, visual benefits, and security features.

"Both RSVP and Registration on the Web are available to students. We're just adding one more registration option to our online services," says David Johnston, Senior Associate Registrar and head of the project.

Building on the success of the online graduate admissions project, Information Resources staff were able to develop, test, and deploy Registration on the Web in nine months, a short period of time for such a complex system. The project was initiated in 1997 by technical staff in the Registrar's Office. Information Resources (IR) assumed responsibility for the development of the system in early 1998, while the project was still in the analysis phase. IR staff had to customize "Banner Web for Students," a component of the Banner software product line from SCT Corporation. (Certain features, such as multiple-pass time-ticketing and Kerberos authentication required custom programming.) The group of IR staff, including Sandra Stewart, Brian Alexander, Mark Youngs, Karen Munoz, and Bill Wagman also provided technical consultation, server administration, project management, and system design services.

By deploying this service, UC Davis is joining a growing group of universities, including Stanford, Oregon State, and UC Berkeley, who have successfully implemented similar online registration systems in the last few years.

Making registering for courses easy, convenient, and secure accounts in large part for the success of online registration systems. Equipped with a student ID number, Personal Access Code (PAC), UCD LoginID, and Kerberos password, students may access online registration services from any location connected to the campus network, including a residence hall room or an apartment off campus. Students with part-time jobs and busy schedules will appreciate the convenience of accessing the system any time between 6 a.m. and midnight, though students will still need to use their appointment time or open registration times to register for classes.

Students can even view their registration appointment times online, add and drop classes, change class options, print a summary or detailed class schedule, and check registration fees. Or they may search UC Davis courses using a number of criteria, such as open courses and sections, day of the week, and time of day.

The system was tested extensively with help from student participants before the pilot was officially launched on Febru-

ary 8. As with any other pilot systems, the technical team will continue to monitor and fine tune Registration on the Web as needed.

"During this introductory period, the Web site may be unavailable from time to time as necessary adjustments are made to the software," says Johnston.

Making the online service available on a voluntary basis now provides a valuable opportunity to identify and work out any problems that might arise before the system is fully implemented in Fall 1999. (To optimize your use of Registration on the Web, see the tips below.)

Problems or Questions?

If you do not find an answer to your questions on the Web site, cannot sign in, or encounter difficulties with the online system, the Office of the Registrar recommends that you complete your registration session via RSVP.

To report technical problems, please call the Office of the Registrar's RSVP Hotline at (530) 752-0318 or the Information Technology Banner Help Desk at (530) 757-8996, between 8 a.m. and 5 p.m.

If you have questions about your UCD LoginID, Kerberos password, or Web browser, contact IT Express at (530) 754-HELP, ithelp@ucdavis.edu, or 182 Shields Library. IT Express' Web site is at <http://itexpress.ucdavis.edu>.

Tips for Registering on the Web

If you decide to register for classes online, point your Web browser to http://registrar.ucdavis.edu/html/web_reg.html and keep the following tips in mind:

- Verify your appointment time. You can access the system any time between 6 a.m. and midnight to view your classes and schedule, but you can register for classes only during your appointment time and open registration hours.
- Be prepared with the list of classes you need as well as alternate classes, though you will also be able to search the system.
- Have your UCD LoginID, PAC, and Kerberos password handy. You will be prompted to type them in to access the system.
- To protect the confidential nature of your registration records, NEVER share your LoginID, password, or PAC with anyone.
- Refrain from using the "Back" button of your Web browser unless told to do so by the application. If you use the "Back" button, you will be prompted to re-enter your student ID number and PAC.
- The application requires a wide display, so be prepared to scroll both up and down, left and right.
- Make sure your browser is set to accept cookies. See <http://help.netscape.com/kb/client/970226-2.html> for more information on what cookies are and how they work.
- Be sure to properly terminate your Web registration session by using the "Exit" button and quitting your Web browser. Failing to do so will leave the session "hanging" and enable others to access your records or use your account.
- To guard against human or technical errors, check your schedule through RSVP or on the Web at least once after registering.

To find out more about these and other tips, visit the Registration on the Web site at http://registrar.ucdavis.edu/html/web_reg.html.

Fall Statistics Reveal Upswing in Computer Usage

BY JEFF VAN DE POL

Recently released statistics for the Fall Quarter of 1998 reveal campus computer rooms are an increasingly hot commodity for both students and faculty at UC Davis.

According to a detailed statistical summary provided by Information Technology's Lab Management, over 1,300 more users logged on to the UCD network using campus computer facilities in Fall 1998 than in Spring 1998. Coupled with an 85 percent increase in the total number of logons from Spring 1998 to Fall 1998, all signs are pointing towards an enormous campus-wide surge in computing.

This data runs contrary to a commonly held theory that as a higher percentage of students purchase their own computers, the need for campus computers will decrease. In fact, the reverse may be true: as both faculty and students further integrate computers into the educational and learning process, the need for campus computer access appears to have increased.

The Fall opening of The Station, an open-access computing room located in 177 MU that has proven immensely popular with students, can account for a large portion of this startling increase; however, according to information posted on the Lab Management Web site, only 68,000 of the 175,000 new logons can be attributed to the new facility. The remaining increase is distributed evenly between the twelve other campus computing facilities.

Equally compelling is the room usage data, which shows that for Fall 1998, the thirteen computing facilities operated by Lab Management were collectively operating at near maxi-

mum capacity between the hours of 9 a.m. and 6 p.m. The figures reflect statistics taken from Monday through Thursday, as Friday has consistently proven to be significantly less popular among both students and faculty. On average, up to 12 users wait in line to utilize computing resources in highly impacted classrooms during these peak periods.

While these waiting lines have become a common sight on campus during the week (especially at The Station and the basement facilities in Olson), the login data does suggest that most users need computer access for relatively short periods (see graph below).

With two-thirds of all log-in periods lasting less than fifteen minutes, it appears that most users need campus computing resources for checking email, printing documents, and other short-term computer activity. As such, the ubiquitous lines, while initially daunting, move quickly and efficiently.

The Fall quarter of 1998 also produced a significant increase in faculty computer usage, with a 19 percent increase over Spring 1998. Such numbers point towards a growing trend in the classroom, as a greater number of instructors and TAs are becoming increasingly comfortable with using technology as a learning facilitator in the classroom.

Lab Management is taking steps to meet this growing demand by opening a new open-access facility in 301B Surge IV in March and a new computer classroom in 1 Olson by Summer 1999. While these new computer rooms will certainly alleviate some of the demand at other facilities, another jump in computer usage and logon numbers is expected as both UC Davis students and faculty

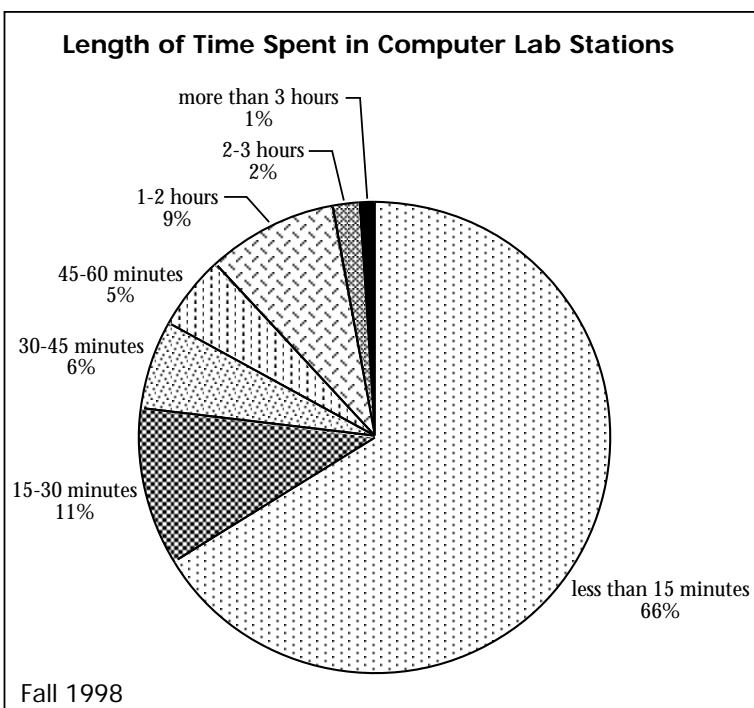
continue to make computers an increasingly significant aspect of the educational landscape.

Jeff van de Pol is a senior majoring in English. He joined the IT publications team in January 1999.

Resources

Lab Management
Fall 1998 Report:

<http://lm.ucdavis.edu/pubs/labrep/fall98/stats/>



Statistics recently released by IT-Information Resources Lab Management reveal that in Fall 1998 two-thirds of log-in sessions in campus computer rooms lasted less than 15 minutes.

The Station: A Big Hit With Students

BY JEFF VAN DE POL

As the statistics roll in for the Fall quarter of 1998, the numbers are backing up what nearly everyone on campus is saying: The Station is a hugely positive step toward meeting the computer needs at UC Davis. The second open-access computer room to open on campus (the first is located at TB 114), The Station has proven an especially big hit with students.

According to statistics provided by Information Resources Lab Management, 5,010 students — almost one-fourth of the entire student population (both undergraduate and graduate) — used The Station at least once last Fall.

Located in the Memorial Union's former East Conference Room, The Station's 19 Dell PCs and 15 Macintosh G3s were accessed by these students over 68,000 times during Fall 98.



For Erin McLeod, a third-year student, The Station has already made a big difference.

Third-year Spanish and exercise science student Erin McLeod is decidedly upbeat about the new lab: "It is so wonderful to have access to more computers on campus. The location is great, and I can use my time between classes more effectively," she says.

Responding to a survey in which students stated more computer access as a top priority, a coalition of university organizations — Student Affairs, MU Auxiliary Services, CURB (Campus Unions and Recreation Board), and IT-Information Resources — put The Station on the fast track, taking the lab from drawing board to ready-to-use facility in less than a year.

Peter Blando, Operations Manager for Information Resources Lab Management, states that extensive cooperation made the project possible: "Preparing a project of this size in such a short time frame was made possible through the excellent communication between the departments, who all realized the importance of a new open-access facility to students."

This quick response did not go unnoticed by the students. "It seems like every quarter I spend more and more time using a computer," says McLeod. "It's nice to see that the University is trying to give us students exactly what we need to succeed."

While the statistics reflect the tremendous popularity of facilities like The Station, they also highlight the growing student need for computer access on campus.

As the faculty becomes increasingly computer savvy, more and more students are being required to use campus computer accounts to access lecture notes, homework assignments, and practice exams. This increase in computer usage can be directly seen in the number of computer lab logons, which jumped nearly 85 percent over the summer, from 215,000 logons in Spring 1998 to 394,000 logons in Fall 1998.

"The significant increase in logons is a very tangible reminder that computers are playing a larger role in today's educational setting," says Peter Blando. "As demand has increased, so has the importance of providing new labs for the students."

Fourth-year communications and political science student Heather Kopeck discussed the current situation: "Before the Station opened, it was a crapshoot over how long it would take for a computer to be available to use. The new lab has helped a lot, but waiting lines are still an everyday thing during the week."

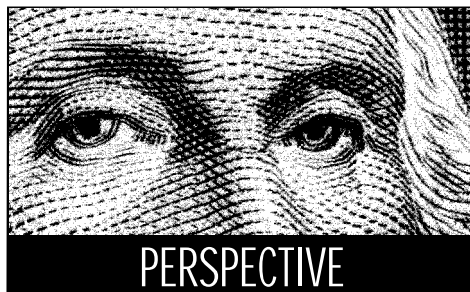
In response to this large upswing, Blando reveals that Information Resources plans to further increase computer access for students by opening another open-access lab, located in 301B Surge IV, in March, and a new computer classroom in 1 Olson by Summer 1999. "The Station and the upcoming computer rooms are part of the larger goal: meeting the computing needs of the students at UC Davis."

Resources

Student Computer Access Reports: <http://lm.ucdavis.edu/pubs/accessreport/>

Computer Room Availability: <http://lm.ucdavis.edu/rooms/available/>

Student Computing Guide: <http://it.ucdavis.edu/pubs/SCG/>



The Academic Computing Coordinating Council (AC4):

What it is, what it's doing, and why I agreed to chair it

BY HARRY R. MATTHEWS

How do you get "AC4" from "Academic Computing Coordinating Council?" Well, there's a parallel Administrative Computing Coordinating Council, so "AC3" or "AC3" would be ambiguous. Adding one C from "Academic" resolved the ambiguity.

The two Councils (AC4, chaired by me, and AdC3, chaired by Alan Laub, Dean of Engineering) comprise the largest part of the new oversight structure for information technology that was implemented about eight months ago. The Councils provide input to the IT Policy Board [1] and coordinate campuswide information technology activities.

One of the Councils' first tasks was to rec-

ommend recruitment of a Vice Provost-Information and Educational Technology, replacing the Associate Vice Chancellor position. That recruitment is now in progress but nominations and applications are still welcomed. As it permeates more of our work and becomes more and more critical to our missions of teaching, research and service/outreach, it becomes necessary that information technology be represented at the highest level in our administration. In addition, a position at this level, possibly filled by a person with an academic background, will provide a broad strategic overview of information and educational technology on campus.

The new Vice Provost will be a member of the IT Policy Board and the two Coordinating Councils. The AC4 membership also includes:

- Several other senior administrators, including the University Librarian, two Deans, another Vice Provost, and a Vice Chancellor
- A comparable number of faculty members representing Academic Senate and School/College Executive Committees
- Representatives of the Academic Federation, staff, students, and some other committees.

More details of the membership are available on the Council's Web site at <http://ac4.ucdavis.edu>.

One of my goals, as Chair of AC4, is to involve the campus as a whole in the work of

the Council. Clearly, it is critical to get broad-based input as the Council deliberates such issues as:

Provision of remote access. The staff and student modem pool is saturated for several hours every day, leading to frustrating busy signals as people try to connect to the campus network from their homes. Should people respond by signing up with an independent Internet Service Provider (ISP), like CalWeb [2], as I have done, or should UC Davis get further into the modem business by providing higher availability alternatives to the existing "fully subsidized" modem pool? How should the modem pool, if any, be funded? AC4 has adopted a group of guidelines or principles to help analyze and judge different approaches (see "Shaping the Future of Remote Access" on page 7).

Instructional Technology Funds. How should we balance the resources and responsibilities for instructional technology between central services such as general access student laboratories and decentralized services in the schools and colleges? What are the most pressing needs for central services?

Student access to computers. Roughly 80% of our students currently have access to a computer in their homes. Are the students without computers at a disadvantage? Are those without a computer getting the education they need for today's and tomorrow's professional, social and political environment? How can we make sure that students

who are financially disadvantaged are not further disadvantaged by lack of appropriate computer access? Can financial aid cover computer purchase? At what point, if ever, should we have a formal expectation that each student own a computer? What kind of computer? What infrastructure do we need to support students who own computers?

A second major goal is to develop an overall plan for academic computing at UC Davis. The plan will simplify the decision-making process and the development of systems that interact synergistically and complement rather than duplicate each other. The plan is a work in progress, but the first stages are described in the December minutes, which are posted on the AC4 Web site (<http://ac4.ucdavis.edu/>). Vicki Suter in the Division of Information Technology is leading a complementary effort, to define the technological infrastructure of academic computing at UC Davis. AC4 is sponsoring this important project, known as the LEAD project [3], which is related to national developments in the area of academic computing architecture.

With such a large Council, it is inevitable that subcommittees do some of the detailed work. One subcommittee, chaired by G.J. Matthey, is now deliberating UC Davis' role in the California Virtual University. The report of the first subcommittee, chaired by Bill Hornof, on Multimedia and Databases

See AC4 on page 7



Redesigning the Teaching Resources Center's Web Site

BY BARBARA SOMMER

Like many Web sites, the Teaching Resources Center (TRC) site grew by accretion rather than in accord with a general plan. Instead of progressing in a reasonable order from infancy, through childhood, adolescence and adulthood, the site, it seemed, had grown too fast and developed a mind of its own.

In re-designing the site, we tried to preserve what we knew worked well. This was done in an old-fashioned manner, using plain HTML. Simple medicine. No Frontpage elaboration nor DreamWeaver animation; not even Composer or Word. I had learned how to write HTML from Faust Gorham at the CAIT, and I had acquired other Web publishing skills at TRC's Summer Institute on Technology and Teaching. Ellen Guttadauro

and Jon Gorroño of Creative Communications gave me a lot of design information when I was starting out developing my own course pages.

The re-ordering of the old produced a relatively new site. It still has the familiar markers of where to find out about workshops and grants; and direct lines to all the resources for Teaching Assistants (listed under resources for graduate students). A new direction is Active Learning — to encourage involved classroom teaching and learning.

We decided to put our reports and publications online. A number of applications, that formerly had to be submitted on paper or by email message, can now be quickly filled out online using a browser that supports forms. Hard copies of some of the longer applications will still need to be picked up in 17 Wellman, or sent via campus mail.

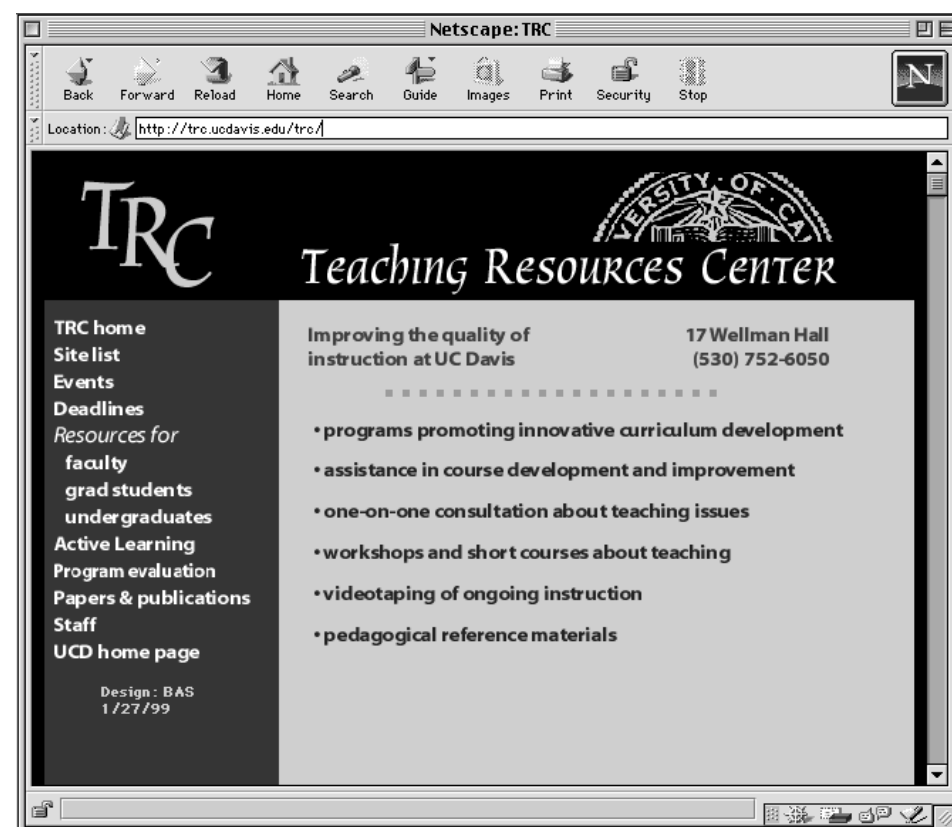
We are working on the program for our 6th annual Summer Institute on Technology in Teaching. It will soon be online where resources from last year's conference are already available (see <http://trc.ucdavis.edu/trc/sitt/>).

We hope the Web site will make our services readily accessible to the instructional community. The colors and layout are intended to communicate information in a clear and aesthetically-pleasing manner.

The pages continue to be a work in progress. We welcome comments and sugges-

tions for improvement. Please send them to basommer@ucdavis.edu.

Barbara Sommer is the Interim Coordinator for the Teaching Resources Center.



The Teaching Resources Center Web site (<http://trc.ucdavis.edu/trc/>) was recently redesigned.

AC4

continued from page 6

(MAD) in Instruction, has been adopted by the AC4 and is available on the Web site [4]. It is a forward-looking report recommending that standards be adopted for electronic storage and retrieval of academic digital materials for teaching and research, and that academic databases be made more available and easier to use. The report is helping guide the allocation of resources for information technology and some of its work is being continued by the LEAD project.

Campus members are encouraged to submit suggestions and comments through the Web site (<http://ac4.ucdavis.edu>) or by email (ac4list@ucdavis.edu) [5]. ac4list@ucdavis.edu is the forum for discussions of issues before the Council, like decentralizing resources and responsibilities or universal student access to computing. In addition, the email address, ac4@ucdavis.edu, is available to members of the campus community who wish to communicate directly with AC4 staff and myself. I also welcome direct correspondence to

hmatthews@ucdavis.edu.

Harry Matthews is Professor of Biological Chemistry and Chair, AC4.

Notes

[1] <http://itpb.ucdavis.edu>

[2] <http://www.calweb.com>. The service costs from \$9.95 to \$24.95 per month, depending on the number of hours used per month and I have found it reliable. I also like having a second email account that lets me keep my personal email separate from my professional email. Some campus services are still unavailable through an ISP, but many sites have moved to a Kerberos-based security system that accommodates access through an ISP.

[3] <http://lead.ucdavis.edu/>

[4] <http://ac4.ucdavis.edu/>

[5] To subscribe, send an email message from your usual workstation to listproc@ucdavis.edu. In the body of the message type: **subscribe Harry Matthews ac4list@ucdavis.edu** (replace "Harry Matthews" with your own name—I'm already subscribed).

A Conversation with Professor Harry Matthews, Chair of the AC4

Editor: Why did you agree to be the founding chair of the Academic Computing Coordinating Council?

Chair Matthews: It takes exceptional wisdom to understand one's own motivations, but maybe I can list some of the components. The most obvious is a sense of duty: the University pays my salary, so I should agree to a request from the Provost. This obligation should neither be under-estimated nor undermined by tenure.

A second motivation is belief in shared governance. The AC4 is all about shared governance. It includes administrators who seek and manage resources, faculty members who control the curriculum and direct most of the research, students who enrich our lives and pay our salaries, and staff who make it all happen. Shared governance is about respect, shared values, and a shared mission. It depends on participation. How could I not participate when asked? I think these are the reasons I said "Yes" when asked.

Editor: Are there any rewards that come with being the founding chair of the AC4?

Chair Matthews: The short answer is "No," there is no title, no salary, no parking privileges. In fact, one gets asked to sit on yet more committees—just like most other Academic Senate service. Beyond this short answer, though, is an opportunity. Thinking back to my time as Chair of the Committee on Academic Personnel, the Committee's major achievement that year (in addition to

the normal tenure and promotion decisions, which should never be routine) was the completion of the Merit Equity Review (<http://moby.ucdavis.edu/CAP/meqfinal.htm>) begun while John Poulos was chair. During this process, which was a shared 2-year effort between the Committee and the Vice-Provost, many faculty members, almost all women, were moved up to the rank and step they deserved based on their accomplishments. There were tough and lonely times during this process but the overall results, and their eventual widespread acceptance by the Academic Senate, are a shared achievement that is important to me.

Editor: Will the AC4 have to address issues as contentious as gender equity?

Chair Matthews: I hope not. My initial and overriding aim, of course, is to establish the Council as a valuable part of our shared governance structure, and this by itself is challenge and achievement enough. At this time, I don't know what, if any, other overarching issue will emerge. There is the Plan for Academic Computing, already underway. There is the challenge of developing academic computing so that we exploit synergy between systems rather than fighting incompatibilities. And there is the issue of universal student access to computing (USA).

I guess the other short answer to the rewards question is: "Here is an opportunity to make a difference."

Shaping the Future of Remote Access

"After substantial discussion, it became clear that we needed a process to focus the discussion of remote access for the campus, identify the key issues, and allow real progress," says Harry Matthews, Chair of the Academic Computing Coordinating Council (AC4). To focus the discussion, the AC4 developed and approved on February 8 the 13 remote access principles below. The Council invites all campus members to review them and send suggestions for changes, if appropriate, and for weighing each item to ac4@ucdavis.edu.

A worksheet, including the 13 principles and a scoring system, has been developed to evaluate various remote access models. Through the campus consultation and evaluation process, these models will be refined and narrowed down to a short list for final consideration.

"As you review these principles, keep in mind that they must be viewed as a whole, and that we will have to make compromises," says Matthews.

Feedback will be most helpful if received before the next AC4 meeting on March 15.

AC4 Remote Access Principles

- ▶ Students, faculty and staff need to access the UC Davis Intranet and the Internet from their homes. (See footnote below.)
- ▶ Arrangements for remote access should support rather than discourage the use of the Internet for academic purposes.
- ▶ Faculty members should be free to incorporate reasonable use of the Internet and Intranet in their courses as needed without being constrained unduly by lack of student access.
- ▶ Research should not be constrained unduly by lack of access to the Internet and Intranet.
- ▶ Administration should not be constrained unduly by lack of access to the Internet and Intranet.
- ▶ Remote access policies should be consistent with UC Davis' network security policy.
- ▶ Remote access policies should encourage cost-effective use of remote access facilities.
- ▶ All students should have the access that is needed to complete the courses in which they enroll.
- ▶ A university subsidy, if any, for remote access must be consistent, in nature and amount, with the university's mission.
- ▶ The amount of funding of a university subsidy, if any, for remote access must be appropriate in the context of the overall needs of the campus.
- ▶ Internet access is used both for university business and other activities. The university should not subsidize use of the Internet and Intranet for non-university business or pleasure.
- ▶ Consideration of funding models should include efforts to minimize the total cost to the campus and its constituents.
- ▶ Provision of access and its funding should remain viable as the use of the Internet and Intranet continues to increase.

Footnote: For **students**, access to the Intranet and the Internet is becoming an essential part of many courses. In order to carry out required coursework, outside scheduled class time, and communicate with their instructors by email, students must either 1) use open access laboratories on campus, 2) connect their own computers to the campus network through a network connection on campus, or 3) connect through a modem from their homes.

Students expect UC Davis to provide adequate access so that they can complete their required coursework. (Note: this statement applies independently of how that access should be funded.) Remote access is relatively new but several years of fully subsidized access, albeit with restricted availability, have developed a sense of entitlement.

Many **faculty** members need to access the Intranet and the Internet from their homes to carry out their duties in teaching, research and service, particularly outside normal office hours. Access from home makes it practical for faculty members to extend their working hours. Because this access is being used to further the university's missions, many faculty members expect the university to pay the cost of access. Several years of fully subsidized access, and currently a high quality of service, have nurtured high expectations.

Staff members, who telecommute or, like faculty members, work from home outside normal office hours, need high-availability access to the Internet and the Intranet. Because staff members use this facility to carry out their university tasks, staff members expect the university to make remote access available.

In many cases, particularly for faculty and staff, the most important access is to their office or departmental computer. Frequently, this is achieved with a local modem, usually posing a security threat to the Campus network and to the availability of the voice service, including emergency calls.



<http://it.ucdavis.edu/itcalendar/>

March

- 1 ♦ **Web Publishing: Converting Documents:** 8:30-11:30 a.m., TB 134
- ♦ **Windows 95: Beyond the Fundamentals:** 1:30-3:30 p.m., TB 135
- **Using the Library, Part 1:** 2:10-3:00 p.m., 163 Shields Library
- 2 ☆ **Arbor Presentation: Utilizing Images:** 3:00-4:30 p.m., Arbor
- 3 ♦ **Photoshop: Filter Effects:** 1:30-4:30 p.m., TB 134.

☆ **Arbor Presentation: Electronic Communication:** 3:00-4:30 p.m., Arbor

□ **Formatting Bibliographies:** 2:10-3:00 p.m., 163 Shields Library

- 4 ♦ **Fundamentals of Access:** 8:30-11:30 a.m., TB 135

⌘ **Look Smart: Find Jobs on the Web!:** ICC Workshop, 1-2 p.m., 27 Olson Hall

□ **Using the Library, Part 2:** 10-11 a.m., 163 Shields Library

- 8 □ **Using the Library, Part 1:** 3:10-4:00 p.m., 163 Shields Library

- 9 ♦ **Access Queries & SQL:** 8:30-11:30 a.m., TB 135

♦ **Excel: Functions:** 8:30-11:30 a.m., TB 134

♦ **Database Design Concepts:** 1:30-3:30 p.m., Cabernet Room, Silo Café

☆ **Arbor Presentation: Utilizing Images:** 3:00-4:30 p.m., Arbor

Banner Presentation: 10 a.m., MU II. (See article on page 3.)

- 10 ♦ **Fundamentals of Excel:** 1:30-5:00 p.m.,

TB 134.

☆ **Arbor Presentation: Utilizing Images:** 3:00-4:30 p.m., Arbor

Banner Presentation: 11 a.m., MU II (See article on page 3.)

- 11 ♦ **Designing an Access Database:** 9 a.m.-4 p.m., TB 135

♦ **PageMaker: Newsletters:** 1:30-4:30 p.m., TB 134

□ **Web Searching Basics:** 10-11 a.m., 163 Shields Library

- 15 ♦ **Photoshop: Using Actions:** 1:30-4:30 p.m., TB 134

□ **Formatting Bibliographies:** 2:10-3:00 p.m., 163 Shields Library

- 16 ♦ **Fundamentals of Word:** 1:30-5:00 p.m., TB 134

- 17 ♦ **Web Publishing: Image Manipulation:** 8:30-11:30 a.m., TB 134

♦ **Web Publishing: Image Maps:** 1:30-4:30 p.m., TB 134

- 22 ♦ **Fundamentals of Web Publishing:** 9:00

a.m.-4:00 p.m., TB 134

- 23 ♦ **Fundamentals of Netscape:** 8:30-11:30 a.m., TB 134

♦ **Fundamentals of PowerPoint:** 1:30-4:30 p.m., TB 135

- 31 ♦ **Fundamentals of FileMaker Pro:** 1:30-4:30 p.m., TB 134

Key to Classes & Seminars

- ⌘ **Internship and Career Center Workshops:** For more information: jmscuderi@ucdavis.edu or (530) 752-6654.
- **Library Instruction Programs:** LibraryClass@ucdavis.edu or (530) 752-4381.
- ♦ **Staff Development & Professional Services (SD&PS):** Enroll online at <http://sdps.ucdavis.edu>. Call (530) 752-1766 for an application or catalog.
- ☆ **Arbor Presentations:** Arbor Faculty Technology Center, 174 AOB 4; call (530) 754-2115 or email arbor@ucdavis.edu.

Express Service

continued from page 1

Why an Express Service?

The Express Service concept is not new, nor is it unique to UC Davis. Many universities experiencing rapid increases in remote access demand have implemented similar solutions with positive results. In the UC system, the speed of the modems and the size of the pools vary tremendously from one campus to another. Most campuses, however, have already established express pools with time limits ranging from 10 to 20 minutes per connection:

- UC Los Angeles has adopted a 20-minute limitation on one of its pools.
- UC Berkeley, UC San Diego, and UC Irvine maintain 15-minute modem pools.
- UC Santa Cruz offers a small Express log-in pool with a limit of 10 minutes per connection.

Who Should Use the Express Service?

The Express Service is open to all UC Davis members. It should be particularly attractive to students and staff who are often faced with higher contention ratios on the 56K Student/Staff Modem Pool. Faculty members, on the other hand, will find it much easier to dial in to the Faculty Modem Pool where the contention ratio is not as high. (See "Dial In To The Faculty Modem Pool" on page 2.)

Those who want to "get in and out quickly" will also find the Express Service particularly well-suited to their needs. With this service, they will be able to connect from off campus with a minimum of re-dialing, check electronic mail, make quick online inquiries, and disconnect from the pool in twenty minutes or less.

Clients who require longer modem pool

connections for activities like surfing the Web, news reading, transferring large data files, or searching University Library databases, should continue to dial up either the Student/Staff Modem Pool (530-754-7720) or the Faculty Modem Pool (530-754-7701). These two pools are equipped with 56K modems and allow longer sessions. (See table on page 1.)

What did the change entail for the 14.4K Modem Pools?

The Network Operations Center reconfigured both 14.4K modem pools. This reconfiguration entailed three main steps:

- Establishing the Legacy Modem Pool as the only pool equipped with 14.4K modems. The dial-up number remains (530) 752-7925.
- Transferring the 48 remaining Telnet-only modems to the Legacy Modem Pool, thereby officially retiring the Telnet-only Modem Pool. (The 530-752-7900 dial-up number is no longer in service.)
- Creating an Express Service of twenty minutes per connection and unlimited number of connections per day on the Legacy Modem Pool. This means that all connections to this pool will be terminated after twenty minutes, but users may dial right back in and initiate as many connections as they need.

What Do You Need To Do?

If a twenty-minute session is adequate for your dial-in needs and your computer is already configured to access the Legacy Modem Pool, you don't have to do anything: just continue connecting to (530) 752-7925 as usual. Keep an eye on the clock, though, for sessions are terminated without warning.

If you sometimes require more than twenty minutes to accomplish your task,

you'll need to learn how to adjust your modem configuration. This way, you can choose to dial in to the 56K modem pool for which you are eligible on those occasions when you need the longer time limit (see the table on page 1).

Next Steps

Usage statistics collected since the Express Service was established on February 8 indicate that the daily number of unique users dialing in to the 14.4K Legacy Modem Pool has already increased, from around 3,600 to approximately 7,000.

Other usage highlights about the new Express Service include:

- The contention ratio on the Legacy Modem Pool has decreased from 85% to approximately 60% during peak hours (between 6 p.m. and 11 p.m.).
- The average user connects 3 times a day and stays connected 12 minutes per session (down from 20-25 minutes before the Express Service was established).
- Over 55% of modem pool users access the Express Service daily.

The Network Operations Center will continue to monitor the demand for the Express Service and for the 56K modem pools to determine variations in access patterns. The

intent is to offer connectivity to the widest possible number of UC Davis users and to encourage the most efficient use of the modem resources currently available. If the new time limit does not provide the expected improvements for users who need a short modem pool connection, or if it results in a net reduction in availability within any of the pools, the limit will be adjusted.

Resources

Please send your comments and questions about the new Express Service to access@ucdavis.edu.

For more information about the 20-minute limit and connecting to the modem pools, see the IT Express Web site at <http://itexpress.ucdavis.edu/modems.html>. If you need assistance with accessing the modem pools, contact IT Express at (530) 754-HELP, ithelp@ucdavis.edu, or 182 Shields Library.

To view modem pool usage statistics, the RAMP report executive summary, previous IT Times articles, and a host of other information about the campus modem pools, see the Remote Access Web site at <http://access.ucdavis.edu>.

To report technical problems with the modem pools, contact the Network Operations Center (NOC) at (530) 752-7656 or noc@ucdavis.edu.



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