

ITS Update

New RIT Messenger Subscribers: Training sessions

Voice/TTY messaging training sessions continue this winter for all new on-campus users. The following is a list of March training sessions available for new faculty and staff.

Date	Dual Language	
	Voice Mailbox	Mailbox*
Mar. 4	10 a.m.	11 a.m.
Mar. 12	2 p.m.	3 p.m.
Mar. 20	10 a.m.	11 a.m.
Mar. 25	2 p.m.	3 p.m.
Mar. 31	10 a.m.	11 a.m.

**Dual language mailboxes can accept voice and TTY messages*

Classes will be held in building 99, room 1285
Please call Char Ipacs at 5-5858 to register for training.

ITS Contact Information

DSS Computing Labs
Hours, locations, hardware, software, and reservations information available at:
http://www.rit.edu/its/services/computer_labs

Telecommunications Services
Located in the Facilities Mgmt. bldg. (99)
To contact the Telecommunications Services call 475-5800.

ITS HelpDesk
Located in the Gannett building, rm. 7B-1113

To contact the ITS HelpDesk

- Call 475-HELP or 475-2810 (TTY)
- Use ASK, selecting Information & Technology Services
- Send e-mail to helpdesk@rit.edu

Regular hours

Sunday	12 p.m.–6 p.m.
Monday–Thursday	8 a.m.–8 p.m.
Friday	8 a.m.–5 p.m.

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Information & Technology Services



The official source of news from ITS Information & Technology Services

March 2003

Registrar's Office and ITS: Collaborative Efforts Support Many Student Services

By Dan Vilenski, Registrar, dpv9670@rit.edu

"The impact of technology on student life will continue to be significant. Students' expectations will continue to push us to examine the effective use of technology to enhance student learning and involvement, alert students to campus and world events, provide increased student knowledge and utilization of division services."

(From, John Weas, in the article, Great Expectations: ITS Partners with Student Affairs, page 4)

Our theme this month is **ITS Partnerships – Collaborating with Customers**. We're highlighting some of the people we work with and the projects we're involved in, all in the effort to use technology to its fullest capacity. The topics range from e-commerce to the data warehouse, from the North Star Center to the Wallace Library.

Student services are highly supported by all aspects of the Division of Information and Technology Services. Distributed Support Systems has been invaluable this past year in troubleshooting and redesigning our ID system. Student and Development Systems has collaborated with this office in providing several major enhancements. The Office of the Registrar clearly recognizes that ITS staff are part of the team that helps us use technology to support existing student services in a positive, cost effective manner, and that attempts to add new enhancements each year. Below are just a few examples of the projects that we have worked on over the past year:

Early Alert System

We deployed the Early Alert System campus-wide following a year of piloting it with the Calculus faculty. An instructor (through the Faculty Staff Advising web site) can notify a student how s/he is performing in a course and when necessary suggest what might be addressed in order to improve. It allows faculty to evaluate a student's performance using pre-determined categories of achievement and evaluation. While we have not done a formal evaluation, we have encouraged faculty to make suggestions and comments. These have been very supportive and suggestions for future improvements thoughtful and practical. We hope that this web application will become a major tool in the retention effort.

On-Line Grade Submission

A pilot of grading on-line was implemented this past summer. Working with ITS systems and programming personnel, the Registrar's Office implemented the new application during fall 2002. The system allows a faculty member to submit final grades on-line through the Faculty/Staff Advisor web site from office, home, (or even the

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R·I·T

Why Do We Need Partnerships?

by Dave Pecora, Operations Manager, ITS dlpits@rit.edu

Watch TV over any recent weekend and you're likely to see a number of commercials: many annoying, some actually clever. In a particularly good ad for IBM services, several executives sit around a large table looking over a pair of strange looking glasses that allow one to see the future. The boss picks up the glasses and looks through them. "What's the future look like?" one woman asks. The boss replies: "Things move fast. Everything's integrated." Just before the group could find out how everything became integrated, the glasses go dark.

I'll be the first to admit that predicting the future is tough, if not impossible. But you don't need future-vision glasses to know that if "everything's integrated", then one thing is certainly true: technology was built and deployed to work the way customers work. And for this to be true, the people who built and deployed the technology had to have worked very closely with their customers. In short, they had to have formed **partnerships**.

Partnerships with customers are what this issue of ITS News is all about. In this issue, you'll read about how ITS works with the Wallace Library, the Office of the Registrar, Stu-

dent Affairs, and many other divisions and colleges to implement technologies of benefit to students, faculty, and staff. Thanks to these partnerships, technologies like the myRIT portal, the early alert system, on-line grade submission, and a standardized e-commerce payment gateway have been recently implemented and enhanced. Over 150 databases of information are available through Wallace Library searches, and enhancements are planned to make finding information easier. ITS is working with the North Star Center to implement an application that will allow it to track the data it needs to pursue its mission. And strategies to implement new technologies like ePortfolios are being discussed by ITS and its customers.

On behalf of all of our customers, especially those that contributed to this issue, I would like to thank you for helping us fulfill our mission. To our readers, I hope you enjoy reading this issue as much as we enjoyed creating it.

Best Regards,
Dave Pecora
Editor, ITS News

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NEXT MONTH

The April issue of ITS News will be devoted to the Email Replacement Project with information about the project to date, the continued timetable and how users will be able to use the new system at their workplace.

Grand Opening Sale of Computers to Take Place in College Alumni Union

The following article was first published in the March 24, 1983 issue of News & Events. While we highlight in this 2003 issue of ITS News the partnerships and collaborative efforts currently underway, it's enjoyable to look back as the first efforts were made to integrate computers with education and business here at RIT.



The RIT College Alumni Union will be full of hardware and software, April 4-8 for DEC Advantage Week – the grand opening of the sale of Digital Equipment Corporation (DEC) computers on campus.

"This week reaffirms our commitment to RIT's computer literacy goals and to the agreement we entered with DEC in November for the sale of personal computers to students, faculty and staff," said Dr. Robert Golden, head of the RIT Personal Computer Task Force.

There will be demonstrations of DEC equipment in the Union as well as companies selling software for DEC computers. DEC hardware will be sold at a 30 percent discount while software will be offered at various discounts. On Monday, DEC's Joel Schwartz, marketing vice president, Personal Computer Group. Will be on campus and other representatives will be available to answer questions. There also will be drawing for a free computer.

Some of the DEC equipment may not be available for immediate delivery, but DEC will offer attractive prices on alternate equipment if necessary.

During the week finance plans for buying DEC computers will be available as well as details on maintenance arrangements.

"We also are moving forward and continuing discussions with DEC on the personal computer networking system. As we progress, we want to make very sure that we understand what benefits are gained versus the potential cost of the network," explained Golden. "The task force realizes the wide range of computer needs for the campus and will continue to assess the best ways to meet those demands. The task force will continue to meet and look at the personal computer needs of students, faculty and staff."

Hours for DEC Advantage Week are noon to 7 pm Monday, 10 am to 4 pm Tuesday, Wednesday and Friday, and 10 am to 7 pm Thursday.

Personal computer task force marketing survey results were recently released and here are some of the findings:

- 65% of the faculty and professional staff, and 51% of the students responded.
- A majority of the respondents support RIT's computer literacy goals; they feel they should use and learn more about personal computers and that computers are going to be important in their professional future.
- 89% of the respondents do not own a personal computer.
- 25% of the students intend to buy a personal computer within the next couple of years while 34% of the professional staff intend to buy one in the same period of time.
- The mean price respondents expected to pay for a computer was \$2,000 to \$2,500.
- 74% of the respondents said if they owned a personal computer, its primary location would be home or off campus apartments.
- The respondents indicated they wanted the following additional information about DEC personal computers – prices and financing plans, software packages and prices, word processing and graphics.
- Of the respondents indicating an intention to buy a personal computer, 29% had a high interest in a DEC computer.
- 32% of the respondents with a high interest in a DEC computer indicated they would pay cash or arrange their own financing; 68% indicated an interest in a lease-purchase plan.

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Registrar's Office and ITS

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beach) using standard web browsers. Ninety-five percent of all grade rosters were submitted electronically for fall quarter. Faculty reaction was extremely positive.

Document Imaging

Phase III of the Document Imaging System for the Registrar's Office was completed. All undergraduate first year student admissions materials were transferred to this office electronically starting 20021 and are now stored on the Image Server in the ITS Data Center. This replaces the old paper folders that we used to rely on. As forms and other documents are received for students they are now scanned and added to the student's record. We plan to include transfer and graduate students' records starting 20031

Liberal Arts

ITS helped us create a new SIS application within the Faculty/Staff Advising site that displays all liberal arts courses that a student has taken. This helps advisors more quickly identify remaining graduation requirements in this category.

Course Notes

SIS programming was completed to support a new application that involves adding a link within the Open/Closed listing where a student can click on the notes that describe prereq-

uisites, and special restrictions or off campus obligations, etc. We think this helps students understand the obligations of the courses in advance and helps reduce unnecessary schedule adjustments during Drop/Add and missing critical class meetings.

Room Reservation System

We completed our first year with a stable on-line classroom reservation system. In the next few months ITS will assist us to add a full campus-wide web client so that anyone with a standard browser can see what classrooms are available for events such as meetings, seminars, or scheduling guest speakers.

On-line Learning

Programming was completed to create a new SIS application that segments online learning courses. This allows the on-line courses to have a higher profile and makes it easier for students to find these sections

These are just a small sample of the many projects that we have worked on in recent months. I write this article to publicly acknowledge the partnership that we have formed with ITS and the support that they have provided this office and the campus community.

Tom's Tidbits

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of a requirement as for those graphic intensive programs. As far as a replacement schedule, that is personal preference. The general rule of thumb in the business world is that computers have a life span of three years.

In my experience I have kept all of my computers, but bought a new "main" computer about every three years. At this point I don't own anything faster than a 700 MHz Celeron, and since I am not a "gamer" I find this machine is fast enough for me. You should replace your computer when you feel the need to. People usually determine they need a new computer when they notice a lag in application response time, the software they want to buy isn't supported by their older processor, or the shiny new one's really catch their eye.

If you find that your computer is running a bit slow it's always a good idea to increase the amount of RAM you have before you go out and buy a new machine. This may give your machine the boost it needs. Right now RAM is very reasonably priced, relative to a new system.

Purchase a new machine when you know you need one, don't be swayed into buying because of an advertisement or just because your next door neighbor got a new one. If you are an average user your 1 GHz CPU should be fine for quite some time.

The TEACH Act:

What It Is and What It Means for RIT Faculty

By The Online Learning Staff

What is the Technology, Education and Copyright Harmonization Act of 2002, commonly known as the TEACH Act, and how does it affect RIT faculty?

The TEACH Act is a revision of U.S. copyright law that intends to expand the ability of online instructors to use copyrighted materials in a manner similar to the way they would in a traditional classroom. Prior to the implementation of this law, permission from the copyright holder was required when displaying their works online for educational purposes in a course.

Generally speaking, the TEACH Act is a revised version of Section 110(2) of the U.S. Copyright Act. The primary benefit of the TEACH Act for educators is its repeal of the earlier version of Section 110(2), which was drafted principally in the context of closed-circuit television. That law permitted educators to "perform" only certain types of works and generally allowed transmissions to be received only in classrooms and similar locations. These restrictions, and others, usually meant that the law could seldom apply to the context of modern, digital transmissions that might utilize a range of materials and need to reach students at home, at work, and elsewhere. (Crews 2002)

However, as noted by the University of Washington (UW) Copyright Connection (2002), "the TEACH Act **only modifies previous copyright law in certain specific instances**. It does not in any way modify the previous standards for fair use of copyrighted materials." Additionally, as noted by UW, the TEACH Act specifically:

- Permits the display and performance of nearly all types of works
- Removes the previous restriction that content must be transmitted to a classroom, so now there is no restriction on a recipient's location
- Permits the retention of content and student access for the length of the "class session" The statute offers no clarifications of the meaning of a "class session," but language throughout the statute suggests that any given transmission would require a finite amount of time, and students would be unable to access it after a designated time.
- Permits the copying and storage of materials when necessary for digital transmission to students
- Permits the digitization of analog works if they are to be used for a limited time and are not already available through another means to the institution

Kenneth D. Salomon (2002), of Dow Lohnes & Albertson PLLC, provides a relatively brief dissertation of the TEACH Act, with links to resources and summaries, including Crews. Salomon summarizes the TEACH Act as follows:

The TEACH Act represents a major improvement from prior law, which severely limited the types of works that could be transmitted and required that the transmissions be intended primarily for reception by students in classrooms and similar places devoted to instruction. While all types of works are now covered and the location restriction has been eliminated, the TEACH Act nevertheless includes very real limits on how much and how copyrighted works can be incorporated into online courses. It is therefore important to recognize that if an instructor's intended use is not permitted under the TEACH Act, it may nevertheless be sanctioned as a fair use under the Copyright Act.

The TEACH Act is a revision of U. S. Copyright law that intends to expand the ability of online instructors to use copyrighted materials in a manner similar to the way they would in a traditional classroom.

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Great Expectations: ITS Partners with Student Affairs

Dave Pecora, Operations Manager, ITS dlpits@rit.edu

When I packed up to attend my first year of college, I remember jamming boxes of clothes, books, and other essentials into the trunk of my mother's car. Among the various items, it was my old record player that caught my mom's friend's eye. "Wow", she said "students today really have everything." I think I remember the comment so clearly some 20 years later for one reason: she, for some strange reason, saw this as a luxury. I, of course, just knew that it was essential.

"Technology will continue to present enormous opportunities and challenges for all organizations. As new and innovative as the Internet seems to most of us, many students entering college today have no recollection of a world without it."

Advances in technology have certainly changed the typical college student's room. Computers, CD players, and other equipment that could only have been imagined just a few years ago are now commonly found in a typical student's room. Cable TV channels choices have grown exponentially, and high speed internet access is available in all residence halls and apartments. While technology has changed the gadgets students bring and have, one thing has not. What some of us may consider luxuries, students just simply expect.

While all of us working on a college campus need to understand the rising tide of student expectations, possibly no group feels this more directly than the Division of Student Affairs. According to John Weas, Assistant Vice President for Student Affairs, "The impact of technology on student life will continue to be significant. Students' expectations will continue to push us to examine the effective use of technology to

enhance student learning and involvement, alert students to campus and world events, provide increased student's knowledge and utilization of division services."

Relaxing in my dormitory room with my clock radio, record player, and 30 or so albums, it didn't take much to get me interested in different activities around campus. Student activities today must compete with a wide variety of cable channels and the entire Internet, now delivered to each room.

But rather than look at technology as a competitor, Student Affairs and ITS have been working to use technology to reach students in new and more effective ways. The myRIT web portal, developed by ITS in partnership with Student Affairs and other divisions and colleges, pulls together a broad array of information into a customizable format.

National, local, and RIT university news portlets give students access to news from across the campus to around the world. Polling questions provide insight into what students, faculty, and staff think about different issues. Courses and course announcements posted in the MyCourses courseware system automatically appear on the portal pages of students registered for those courses. Searches of Wallace Library databases, along with RIT and Internet searches from popular search engines like Google and Yahoo, are available from the portal. And the "portlets" within the portal can be customized by each user.

With the successful launch of the myRIT portal completed this past September, attention has now turned to providing new functionality. Discussion groups will soon be available, allowing students, faculty, and staff to chat online about various topics. Groups can be set up to include all students in a class, a club, or a mixture of students, faculty, and staff interested in a particular topic. Groups are expected to launch in a few months.

The Student Affairs – ITS partnership extends far beyond the development of the portal. For example:

- Throughout last year, ITS worked with Student Affairs to move several critical applications off of a variety of departmentally hosted servers and onto the environment hosted in the ITS data center, ensuring that regular backups are done and making recovery easier.
- When the Immigration and Naturalization Service (INS) passed new regulations last year, Student Affairs and

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Using Ipay for RIT E-Commerce Transactions

Payment gateway provides secure access and eases manual processing

By Jeremy Trumble, Senior Web Developer, jltisd@rit.edu

What is Ipay?

Ipay is RIT's e-Commerce payment gateway, the system for accepting real-time credit card payments online using MasterCard or Visa. Credit card payments are processed securely through Verisign and funds are sent immediately to the RIT Bursar's Office. Currently the RIT community and the community-at-large can use Ipay to do the following:

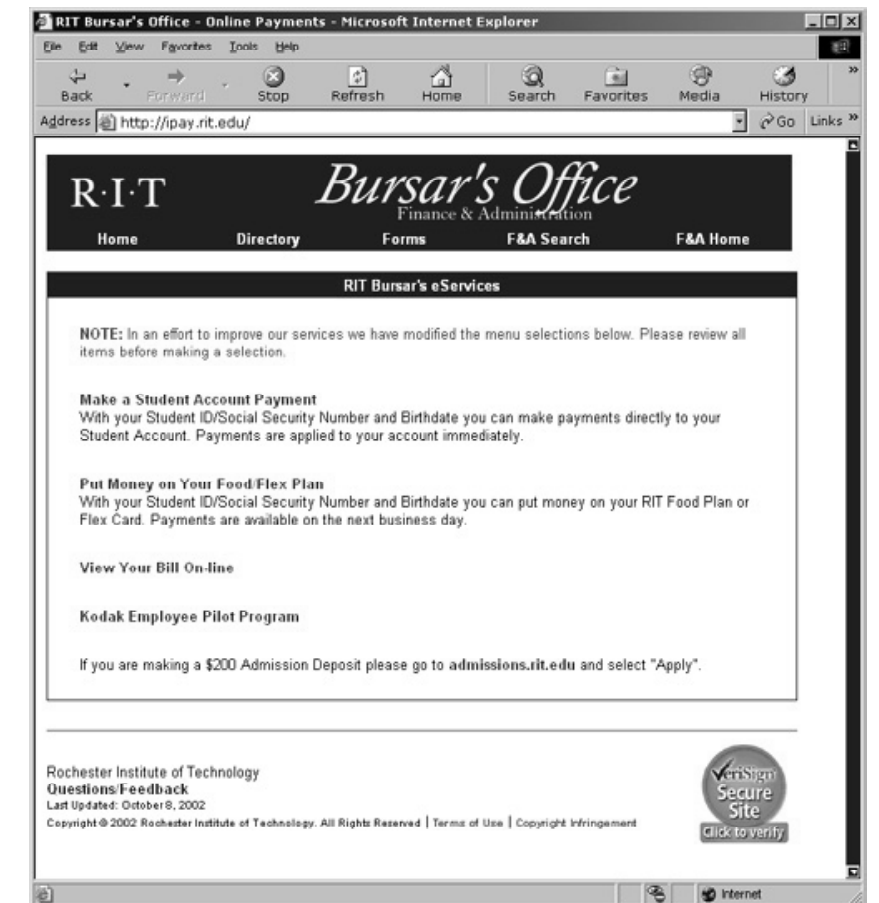
- View and pay your Bursar bill online.
- Put money on your flex or debit plan using your student account.
- Kodak employees attending RIT can pay online using their American Express Procurement Card.

The e-Commerce payment gateway is designed to interface with any web site that accepts credit card payments. While providing the most secure environment for accepting online credit card payments, Ipay is also meant to ease the manual burden of processing credit card payments. The following campus websites allow customers access to Ipay:

- Brick City Festival
- Golisano College of Computer and Information Sciences Summer Conference
- EACUBO (The Eastern Association of College and University Business Officers)
- Soon to come... Admissions Deposit, Office of Development, NTID 35th Year Reunion, Project Lead the Way

So go to <http://ipay.rit.edu> today and pay for something online.

If you are currently taking credit card payments online or plan to do so in the near future, please feel free to contact Jeremy Trumble, 5-2892, jltisd@rit.edu for more information about Ipay solutions.



Safeguarding Your Computer...We Have Ways...

The staff of the ITS Help Desk and Distributed Support Services (ITS representatives based in colleges providing desktop support) are available to answer any questions about safeguarding your computer. Contact them through the HelpDesk at 5-HELP (4357) or 5-2810 TTY.

The TEACH Act

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The language of the TEACH Act, according to Professor of Law Kenneth D. Crews (2002), “is often convoluted and does not necessarily flow gracefully” (p. 2). Nonetheless, Crews (2002) does take on the task of defining the TEACH Act and explaining its requirements and benefits. Additionally, Crews suggests strategies and implementation methods for institutions to follow in their copyright policymaking.

Carnevale (2002) succinctly described the TEACH Act as a bill that “allows online-education instructors to use excerpts from recordings of dramatic literary and musical works — like plays, musicals, and operas — on course Web sites without seeking permission from the copyright owners.”

What it Means For RIT Online Faculty

Key to the new law is the notion of “class session”. Streaming media is delivered to a student over the Internet and is generally only available as it is being delivered to the student’s computer; it is not easily saved on the student’s local computer. The class session defines the time that the media is legally available to students. This format allows the media to be easily removed (and controlled) by the instructor at the end of the “class session.” Compare streaming media to dispersing media via a CD or VHS. Since CD and VHS contain permanent media, copyright clearance is required. As a result, we might see an increase in faculty use of streaming media.

Resident copyright expert and Online Curriculum Resource Specialist for RIT’s Online Learning Program, Dr. Cheryl Herdklotz, explains that it still remains to be seen how institutions, copyright holders, and the law, in general, will ultimately interpret and enforce TEACH Act, primarily because it is so new and relatively difficult to fully comprehend and define.

“Err on the side of caution,” Herdklotz said. “Previous copyright law limited a lot of what you can use in an online class, particularly music presentations and plays. The TEACH Act is saying that now it does not matter what format you have (i.e. digitized content) and what content (i.e. plays and musicals) you have. However, you must use these within the limits of the law. You don’t have carte blanche to put everything into a digital medium. You still have to follow guidelines of fair use.

“The TEACH Act is not saying that you can take the latest feature film that is out on DVD and just drag and drop it into your course. Even if you want to excerpt something, you should secure permission, if nothing else out of courtesy.”

Crews (2002) concludes that:

An ironic result [of the TEACH Act] is that fair use – with all its uncertainty and flexibility – becomes of growing importance. Indeed, reports and studies leading to the drafting and passage of the new law have made clear that fair use continues to apply to the scanning, uploading, and transmission of copyrighted materials for distance education, even after enactment of the TEACH Act (p.12).

When in Doubt, Ask

Herdklotz has experience with applying for a wide variety of copyright permissions through her work with faculty in RIT’s Online Learning Program. She sees the TEACH Act as not currently having a significant impact on the development of most of RIT’s online courses. However, when and if a question that may be related to the TEACH Act arises, Herdklotz can be contacted at cahetc@rit.edu, 475-2030.

The American Library Association web site has the full text of Professor Kenneth Crews article about the implications of the TEACH Act:

<http://www.ala.org/washoff/teach.html>

Additional copyright information can be found on the Wallace Memorial Library web site at:

<http://wally.rit.edu/instruction/dl/fac.html>

This site covers a great deal of information about copyright and plagiarism; it includes numerous references to articles, policies and guidelines.

Information Repository / Data Warehouse Update

Information Management and Access Continues to Improve with Data Warehouse

by John Whitely, Director of Institutional Research and Policy Studies, jmw4983@rit.edu

RIT is committed to improving the storage, distribution and access to data with the objective to support and enhance RIT leadership decision-making. A central repository or data warehouse is one solution that will provide RIT leadership with access to data and information for decision support.

A central repository or data warehouse will allow RIT to bring together critical data from a variety of disparate systems. From this central location, data can be integrated to form new variables then be used for analysis, reporting and decision making. Last spring the Administrative Council approved ITS to move beyond the pilot project (ITS News May 2002) and continue to develop a central information repository.

The Data Warehouse will take several years to reach its potential. Since last spring there have been a number of accomplishments. The major successes are:

- A Data Access Guidelines document has been developed to govern roles and responsibilities with regard to data management and access. The document identifies who can see what, when and at what level
- The Student Data Mart developed during the pilot project is now in production.
- The Student Data Mart has been deployed to each college and two representatives from each college have been trained in the use of the end user report / query tool.
- RIT hired Doug DeCross to support the Data Warehouse. Doug brings a breadth of knowledge and experience about information technology, specifically in the field of data warehousing.

- An Information Council has been established to guide the direction and pace of the Data Warehouse initiative. The Council is composed of one representative from each college and division appointed by the vice president or dean.
- A user group has been established to improve the ability to use the Data Mart and reporting tool as well as share experiences

The expectation is that the Data Warehouse will be developed over the next several years in a set of small enhancements or increments. Each enhancement or increment will take approximately four to six months. The next two enhancements for the Data Warehouse have been identified by the Information Council and are expected to be completed by July 2003. They are:

- Develop an Admission Data Mart which will provide several reports to college and division management as identified by Enrollment Management
- Provide access to detail data in the Student Data Mart based on established security rules

The Information Council is now gathering recommendations for the next enhancements to the Data Warehouse after the Admission Data Mart and access to detail data in the Student Data Mart are complete.

It is important to keep in mind that the Data Warehouse is an ongoing and dynamic system. Data needs will change as the higher education and RIT environment changes and new Institute initiatives are identified.

Once the college or division has transitioned over to the new system, the overhead of things like maintaining a separate server, licensing, backup hardware and software, anti-virus – are eliminated.

Email Replacement Project: Change is an Opportunity, page 7

Introducing the RIT WEB Advisory Committee

by David Hostetter, Director, Customer Support Services, dwhits@rit.edu

The RIT Web site is a vital and dynamic communications tool. Under the approved Web Strategy, RIT has chosen a decentralized approach to web development and maintenance. Enrollment Management and Career Services (EMCS) and Information and Technology Services (ITS) are responsible for the top levels of the RIT site. All other content is developed and maintained by the colleges and departments. To provide a forum for coordination and collaboration, RIT has formed a WEB advisory committee. The committee brings together representatives from each of the divisions of RIT.

The members are:

Bob French – Co Chair, EMCS
 Dave Hostetter – Co Chair, ITS
 Lisa Cauda – Development/Alumni Affairs
 David Cronister – Academic Affairs, Educational Technology Center
 Bob Finnerty – Chief Communications Officer
 Sam Lopez – Enrollment Management and Career Services
 Laurie Maynard – University News Services
 Laura O'Donnell – Finance & Administration
 Eloise Oyzon – Faculty Representative
 Sue Provenzano – Academic Affairs
 Dan Shelly – EMCS, Admissions
 Heather Smith – NTID
 Jeremy Trumble – ITS
 John Weas – Student Affairs

The committee had its first meeting in January and is currently working on two activities:

- Bob Finnerty is leading a review of the RIT Web site to determine what content should be public and what content should be restricted to people with an RIT computer account.
- The group is looking at Web Tools including Content Management Systems. The focus is to provide a toolset that will reduce the dependence on technical staff for maintenance and development and also streamline the process of approval and publishing of content.

For more information about the Web Advisory Committee, contact Dave Hostetter dwhits@rit.edu or Bob French at bobfrench@mail.rit.edu

ITS Partners With Student Affairs

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ITS formed a team to find and implement an application to meet the new laws.

- When the need for a university-wide online events calendar became apparent, Student Affairs and ITS led a campus-wide team to develop a web-based solution.
- Directory Services and the new email system are about to be implemented in all Student Affairs centers, starting with the Learning Development Center.

New years bring new challenges for the SA-ITS partnership to meet. To focus efforts and better prioritize projects, the Student Affairs Technology Steering Committee has just been created. The team, led by John Weas, meets regularly to

discuss and prioritize projects, set hardware and software standards for the division, and discuss how technology can be used to meet divisional objectives. Recommendations are discussed, modified, and approved at divisional meetings of Student Affairs directors.

Technology will continue to present enormous opportunities and challenges for all organizations. As new and innovative as the internet seems to most of us, many students entering college today have no recollection of a world without it. The technology that students 10 years from now will just expect to have may not even exist yet. The solid partnership built between Student Affairs and ITS will help to meet those challenges.



by HelpDesk Analyst Tom Dixon

This month I have actually received email! Not a ton of email, but I actually got email! Yahoo! I would really like to hear from our readers and answer any questions you may have so don't be afraid, drop me a note at tomsbits@rit.edu.

Email Replacement Project: Migrate to Outlook Now?

Tom, I noticed that you wrote the article in the February issue regarding the Email Replacement Project. In there you mention the need to use Outlook or the web equivalent once we switch to Exchange. I am currently using Netscape Messenger, should I switch over now so I know how Outlook works before the big migration?

That is completely up to you. If you wish to get accustomed to Outlook before the migration, by all means switch. If you wish to wait, you can do that too. Everyone who is affected by the migration will be notified well in advance and your options will be clearly defined; so changing is not necessary at this point.

Faster Processors: How Often Do I Replace My Computer?

I just bought a new home computer a year ago. It was top of the line at the time with a Pentium III processor at 1 GHz, 256MB of RAM, and a 40GB hard drive. Now the new computers are out and running processors at three

times that speed. What gives? I mean, why do they keep making them faster and faster, do I need something that powerful? How often do you need to replace a computer?

Well these questions are pretty common. First let me describe what a 1 GHz processor or CPU is. The CPU is sort of a cross between the computer's brain and the machine's traffic cop. The CPU is the central point at which all commands on the computer's motherboard must pass. The CPU takes in commands and decides what to do with them, what piece of hardware needs the information and maintains the information traffic in the machine.

A hertz is a measurement in "computer speak" equal to one command. CPU's only understand two things, much like a light switch, on or off. That's all it does, it takes in information broken down to an electrical impulse of on or off. The thing that makes it great is that it does this super fast. A 1 GHz processor can read one billion switches per second!



"The CPU is sort of a cross between the computer's brain and the machine's traffic cop."



Now, let me answer your questions, first off they keep making these computers faster because the software that is being produced floods the computer with commands. The more intensive the program is, the more commands. For instance the new state of the art 3D games require much more CPU use than this word application. Some of the new 3D games require a 1.5 GHz processor, but this Word program I am using will run just fine on a 100 MHz (100 million "commands" per second) CPU. This is the main reason why you see newer computer's released with faster processors, not to mention that technology allows for the faster processors to be produced at lower prices.

Just because you aren't a "gamer" doesn't mean that you won't appreciate a faster CPU but it is not as much

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Email Replacement Project: Change Is an Opportunity

Admissions Department Transition to New Email Solution Successful

by Shannon Robinson, Project Manager, smrits@rit.edu

Already groups are seeing the value of a standard, institute-wide messaging environment. As part of the initial project pilot, Undergraduate Admissions, Graduate Enrollment, and Part-Time Enrollment Services have completed their move to the new messaging system. Moving to the new mail solution has not only provided stability, speed, and reliability, but it is providing an opportunity to move to a uniform mail system. Won't it be exciting to have a way to reach anyone on campus without having to put a lot of effort into figuring out who's on what email system and what their email address is? Completing the initial pilot brings us one step closer to that goal.

- Increased scalability and functionality for web delivery. Users are able to access online folders, public folders, and calendaring from one single web interface.
- Automatic production and updating of email accounts and distribution lists. To improve efficiency and accuracy, email account and distribution list creation will become automated using authoritative sources.
- Calendaring that is integrated into the email system. Users will be able to send meeting invites via email and accept/decline from the email message. Individual calen-

ITS responded to our urgent request to move from our existing MS Exchange Server to the new enterprise level system they were installing. Their response was extraordinary. Although we were one of the very first to move over to the new service, ITS ensured that [the migration] truly was smooth and seamless. We commend the implementation team for their tenacity, fortitude and expertise. It was a complex job that was well done!

-Daniel R. Shelley, Ph.D., Director of Undergraduate Admissions

Microsoft Exchange 2000 provides a rich variety of user productivity features, system integration with both the desktop and network infrastructure, and low cost of ownership. Once the college or division has transitioned over to the new system, the overhead of things like maintaining a separate server, licensing, backup hardware and software, antivirus - are eliminated.

Each college and division is different and has varying needs. The bottom line, everybody uses email and the service itself has to be flexible; the new solution will do just that. Administrators will still have the ability to manage their environment but without the additional overhead costs. In the end, together we will enhance our collaborative environment, improve our ability to keep pace with technology advancements, provide opportunities for innovation, and help reduce our costs as an Institute.

Enhanced Functionality

The new mail service offers a number of enhancements which include:

- dars will be updated and show the status of who will be attending and not attending, saving everyone time from having to utilize two separate systems to accomplish the one task.
- Out of office assistant. Enhancing communication, users will be able to set a customized automatic response to incoming email that communicates to the sender that they are away from the office. No more guessing or wondering why someone hasn't responded to your email!
- Support for a wide range of messaging standards including MAPI, POP, SMTP, IMAP, and HTTP.
- Integrated Directory Services. Directory Services is an integral part, and powerful benefit, of deploying Exchange 2000 Server. Directory Services provides organizations with a directory service designed for distributed computing environments. This means you can easily create a flexible, delegated directory for management, from user and mailbox information to permissions, configuration data, file sharing, and much more.

North Star Center and ITS: Collaborating to Support Advocacy and Leadership Opportunities for Students

By Jason Polito, System Administrator, jmpdss@rit.edu

Of the many partnerships ITS has with the Institute, one of the most exciting exists with the North Star Center (NSC) for academic success and cultural affairs. The center provides a variety of services and initiatives for the African, Latino, and Native American population on campus. Community outreach programs, social awareness memberships, and counseling are just a few of the many great services offered and directed by the North Star Center. Detailed information regarding the center may be obtained by visiting the office personally, or visiting them on the Internet at <http://www.rit.edu/~nscenter>. ITS is proud to be a supporter of the center, and looks forward to a continued relationship of growth.

The center is relatively new to the RIT campus, less than two years, and is a first of its kind in the nation to centrally offer these services to students. As new initiatives and programs are evaluated and added to the North Star Center's repertoire, there needs to be a method for tracking and reporting on student involvement, program membership, and program success rates.

During its initial setup, ITS assisted Rohan Palma, college liaison for NSC, with day-to-day hardware issues and helped bring his streamlined file service ideas to fruition. From this relationship, ITS and the NSC began working in conjunction to identify products with the potential to fill their reporting needs. Initially, the inquiries were exploratory. As the scope of their needs was revealed through discussion, it became apparent that some research needed to occur in order to identify a worthwhile product. Enter the project management model. With direction from Patrick Saeva, manager of the ITS Program Management Office, we began the first phase of our project - Initiation.

The Initiation phase consisted of multiple meetings and interviews between ITS and the North Star Center. From these meetings came detailed charts depicting student and data flow through the center, which assisted in pinpointing where, when, why and how the exact data would be captured. After several reviews and streamlining of the flow charts, a Requirements document was developed, and has

"The Center's philosophy focuses on the importance of promoting a deeper understanding of what it takes to live in a rapidly changing and highly interdependent world where science and technology are transforming the globe."

Excerpt from the North Star Center, Philosophy. Complete quote, goals and mission statements can be found at their web site: <http://www.rit.edu/~nscenter>

been the template by which all potential solutions are measured. This allows us to classify each product and select the one that best fits.

While there are many database systems from which to choose, no off-the-shelf product exactly fits the NSC model. Items such as customization, support models, cost and platform are also considerations in the process, and have allowed us to narrow the solution to two potential candidates.

By allowing ITS to assist in the decision making process, a variety of resources become available such as technical expertise, project management best practices, system hosting, system backups, and help desk support, all which help reduce the overall price of a potential third party solution.

Recently, a new idea has been bandied about by the project team - integration with the new e-mail, data warehouse, and active directory systems being developed on campus. While the new possibility forces us to look at time lines, costs and capabilities, it is a welcome intrusion in the search for the best solution.

Exploring Electronic Portfolio Development

By Diane Barbour, Chief Information Officer, dhbcio@rit.edu and
Lynn Wild, Assistant Provost for Teaching and Learning Services, lawetc@rit.edu

In recent articles that describe the “university of the future”, the concept of electronic portfolios plays a significant role. Some scholars are predicting that distributed online learning will continue to grow and will eventually create a seamless university system. One scenario suggests that students of all kinds and ages will engage in multiple learning opportunities simultaneously. The outcome of these learning opportunities will be stored in personalized electronic portfolios. In December 2002, ITS hosted two sessions to view a videotape that further clarified how some universities are benefiting from this concept now. A small group of representatives from various RIT departments and colleges has been pulled together to further explore the technology and to discuss ways to use the concept to benefit RIT.

The value of portfolios for student and faculty assessment has been recognized for many years. Electronic portfolios (E-Portfolios) improve upon the portfolio concept by enabling students and faculty to display selective and purposeful collections of their work and documentation on a dynamic web site that interfaces with a database. E-Portfolios pull together curriculum, instruction, and assessment. They represent a learning or teaching history and provide important information to students, peers, parents, faculty, employers and administrators.

Why use E-Portfolios?

For Students

E-Portfolios encourage self-reflection and active learning as students assume greater ownership and control of their learning. Displaying their work on the WWW is more motivating for students than producing for the teacher alone. Like their paper counterparts, E-Portfolios allow for the evaluation of the efficiency of learning goals and provide concrete examples for teacher-student, teacher-administrator, student-employer discussions. E-Portfolios provide an efficient method for displaying student work that meets high standards. Unlike their paper predecessors, E-Portfolios are:

- Highly accessible
- Enable the storage of multimedia
- Allow cross-referencing of student work
- Encourage continuity of student work from quarter to quarter in sequenced courses, and
- Easy to upgrade

For Faculty

E-Portfolios capture the complexities of teaching, encourage self reflection, enable faculty to document and display their teaching contextually, prompt more reflective practice, place responsibility for evaluating teaching in faculty hands, encourage faculty to examine one another’s teaching and foster a culture of, and discussion about teaching.

E-Portfolio issues being discussed by the E-Portfolio task group

- Acceptance and use by administrators, faculty and students
- Training on how to construct and use portfolios
- Storage of student and faculty work
- Security of personal information
- Standards for E-Portfolio entries

You will hear more about E-Portfolios as the task group continues its research and analysis on this topic.

NOTE: The E-Portfolio Task Group consists of representatives from the assistant provost’s office, Student Affairs, the Wallace Library and ITS. Please contact the writers of this article to share your ideas about the development of e-portfolio applications. Those interested in viewing the taped session about E-Portfolios referred to in this article can contact the Office of the CIO at 5-2246 or via email at cioits@rit.edu.

RIT Library and ITS: Potent Partners in Information Technology



By Chandra McKenzie,
Assistant Provost & Director of RIT Libraries and
Michael Robertson,
Head of RIT Library Technology Services

RIT Library and ITS share the common goal of utilizing the latest technology to ensure that the RIT community always enjoys fast, easy access to useful information. The two entities collaborate on many projects in pursuit of our shared mission. This working arrangement makes us *potent partners*, working to constantly improve and enhance access to the Library’s vast storehouse of information.

Working together, both entities strive to provide reliable, convenient access to an increasingly dizzying array of information. Some prime examples of the benefits of this partnership are recently established services that many patrons have come to appreciate.

Through customized network support, it is a painless process to request one of more than three million volumes listed on the Connect NY union catalog server housed in the Library. In addition, an RIT computer account can provide off-campus access to thousands of full-text journals, articles and more than 150 subject databases to which the Library subscribes. Partnering with ITS and external information technology vendors, the RIT Library is consistently among the first to develop custom interfaces to new software products.

Integration of information resources like the Library’s Catalog with ITS’ *myRIT* portal is another illustration of how this partnership allows for easy and efficient access to vital RIT information.

By having the Library pilot the first wireless access on campus, ITS and the Library enabled patrons to seamlessly access Library resources from anywhere in the Library using the more than 45 circulating wireless laptops (or their own if they prefer).

Using the Library’s Microsoft Windows networking expertise, ITS was better able to begin building a campus-wide Windows network which allows easy access to information, from within the Library or from one’s office.

ITS and the Library are partnering to study the feasibility of establishing a digital assets repository for RIT’s intellectual output utilizing shared rather than duplicated equipment. This ongoing partnership will also undoubtedly provide new, economical information services that encourage cross-disciplinary teaching and research. ITS and the Library remain committed to providing the entire RIT community with the best in information technology services, and they are steadfastly committed to working together in pursuit of this goal. With that goal as the highest priority, everyone benefits from this potent partnership.

“ITS and the Library remain committed to providing the entire RIT community with the best in information technology services, and they are steadfastly committed to working together in pursuit of this goal.”