



Information & Technology Services

ITS
news

The official source of news from ITS Information & Technology Services

November 2004

2004 ITS Customer Satisfaction Survey Results: Letting Customers Lead

Dave Pecora, ITS Operations Manager, dave.pecora@rit.edu

*“When you dance with your customer, let him lead”
- Anonymous*

In ITS, we want our customers to lead. And while we are certainly proud of the leadership we have provided on many campus-wide initiatives over the past few years, we know that any respectable IT Services division must recognize that it is ultimately led by its customers.

For us, one of the tools we use to let our customers lead is the annual ITS Customer Satisfaction survey. In April of this past year, we conducted our second survey, enabling us to compare results to last year and begin analyzing trends.

About the Participants

The 2004 ITS survey was conducted over a three-week period in late April and early May. Shortly after the survey closed, we formed a team to sift through the results and carefully read and categorize all of your comments.

In all, 649 students, faculty, and staff participated in the 2004 survey, up from the 589 participants from 2003. Participation rates from students and staff increased in 2004, and faculty participation remained the same.

Over 75% of participants identified themselves as Windows users, and almost 30% were Macintosh users. 20% also indicated they used Linux or Unix systems, almost all of these being students. (Note: Participants were asked to indicate all operating systems they run, so the total numbers can and did add up to more than 100%). We were pleased with this distribution, as this closely mirrors the distribution of technology use on campus.

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ITS Technology Seminars for 2004-2005 open November 17 with RIT alum, Juli Klie. She will lead off the series, **Technology in Balance: Design, Creativity, and Learning**. See pages 8-10 for more information.

R·I·T

Dave Thelen celebrates 20 years at RIT!

By Dan Tobin, Technical Support Services, dbtits@rit.edu

Dave Thelen is a long time member of the ITS Technical Support Services (TSS) Network Team acting as a Senior Network Administrator. This group is instrumental in supporting and maintaining the network system, though they are often working behind the scenes in the network closets, hubs and switch room areas across campus.

In his 20 year career at RIT, Dave started “from the ground up” – quite literally. He spent his early days with the grounds crew in Physical Plant (now Facilities Management Services, or FMS). He was part of the team that maintained not only the RIT landscapes but the roadways and walkways to and from campus.

Dave joined the TSS team seven years ago. His responsibilities on the network team include installation, troubleshooting and general support of the campus network. He has played a key role in the deployment of wireless networking on the RIT campus and supports all new construction and renovation projects. If you’ve never had an opportunity to meet Dave in person, you have surely used the many services that he and his team support.

In an effort to keep his home life as busy as his work schedule, Dave recently “bought the farm” - intending to use his farmland in the Livonia area to grow Christmas trees. Dave also has a background in Fine Arts, a subject which remains a passion. Some of his works – landscapes, portraits and carvings – can be seen in his office and around campus in the offices of his co-workers.

In his years at RIT and in TSS, Dave has earned a reputation as not only a knowledgeable IT professional, but one with a quick laugh and dry wit. His on-the-job quotes such as “terminate, test, label” – a reference to the network wiring process - are as familiar as Yogi Berra-isms. He is one of those employees who can juggle multiple IT projects and special requests as well as rescue stray cats found on campus and mentor the Wilson Magnet High School Interns in ITS. He has become an integral part of the TSS team, bringing both professionalism and dedication to an ever changing industry.

Congratulations Dave and thank you for your significant contribution and dedication to RIT!

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“Pass the Tiger” to ITS



The Pass the Tiger Campaign recognizes an increase in our Powered by the Future Campaign contributions of late. The tiger is given to departments or groups for increased donations or a significant contribution to the campaign. This month, you can find the tiger on display at the ITS HelpDesk (perhaps enjoying the latest issue of *ITS News*).



Apple Tiger Demonstrations Raise Expectations for Mac OS X 10.4

Apple's World Wide Developer Conference and Apple Expo - Paris took place this summer. Demonstrations of "Tiger" at each conference have raised the level of expectations for Mac OS X 10.4. I don't think they had RIT's mascot in mind when they named this release, but they are addressing real needs our campus has with past versions nonetheless. This same information is available on Apple's Web site at <http://www.apple.com/macosx/tiger>.

This new edition of Mac OS X is supposed to ship in the "first half of 2005," according to Apple. This means it may not fall within the remaining time on RIT's Technology Assurance Program (TAP) license, but we remain hopeful that it ships before June so that our upgrades are included in that contract.

Searching with **Spotlight** is one capability that pervades the new OS, and feels new, even if it is just the latest generation of **Sherlock** searching technology that dates back to Mac OS 8.5. Doesn't it always seem that the one document you want — or even an address book entry or e-mail message — is never right in front of you?

Whether you have 5 megabytes or 5 gigabytes of files, the answer to quickly finding just the right document in the haystack that is your hard disk needs to be quick and easy. With Spotlight, you can intuitively find an image file with a 1600-pixel dimension that was saved "last week." All this, by typing "image 1600 last week." It's easier to pick that needle out of the stack, because Spotlight also categorizes the results for you ("Documents" vs. "Mail Messages" vs. "Contacts") and it scans through the contents of files, too.

Automator may be a sleeper hit on Tiger. Its icon — a robot holding a pipe — describes how it helps take the drudge work out of creating a workflow. In concert with other programs already on your computer, it can join together pipeline stages to manipulate pictures, burn DVDs, send e-mail messages, change filenames, and more. Once you have workflow built, you can save and re-use it. Apple says, "Robots don't grumble," and I'm enthusiastic just imagining the demo I can give people once Tiger ships.

Given RIT's expertise in imaging, I'm also excited about how we might make use of, or benefit from, the new **Core Image** and **Core Video** technology in Tiger. These provide dependable mechanisms for developers to create new software with accelerated image and video functions.

As a developer technology, we'll have to wait until people make applications that use it, but it's available for them in Tiger. Both are based on the performance improvements we've seen on the desktop with **Quartz Extreme**. They also form the basis for fast, new, unified 2D/3D plug-in architectures that provide transformations and transitions — a system-level equivalent to Photoshop filters or Final Cut effects — that's similar in concept to Audio Units (which use Core Audio).

It makes me wonder if Apple is engineering a way to accelerate all of this through cluster computing, a market where they are making headway. There's a lot more to Tiger than we can talk about here, and there's more that Apple hasn't previewed publicly.

More information on Macintosh computers at RIT:

<http://www.rit.edu/its/services/desktop_support/mac/>

You may subscribe to the MacTech discussion list:

<http://www.rit.edu/its/services/desktop_support/mac/mactech.html>

Blended Learning Off to a Good Start in a Pilot Project Sponsored by the Online Learning Department

By Michael Starenko, mssetc@rit.edu and Karen Vignare, kxvrpt@rit.edu

Overview

Blended Learning, as the name implies, attempts to merge the best of face-to-face instruction with the best of online teaching and learning. With support and acknowledgement from the Provost, Online Learning officially launched a Blended Learning Pilot Project in the 2003-2004 academic year.

A total of 26 Blended courses, involving 25 full- and part-time faculty, were offered in the first year of the Pilot. Results from student surveys and other measures have been compiled into a summative report, the *Blended Learning Pilot Project Final Report for 2003-2004*, which is available at the Online Learning website:

<http://online.rit.edu/blended>.

These results suggest that Blended Learning promotes active teaching and learning, which, in turn, encourages students to take more responsibility for their own learning than is typically the case in traditional, lecture-based courses.

The first-year Pilot Report also shows how faculty and Online Learning Department staff gained important insights into the instructional tools and techniques that are required to successfully design and teach Blended courses. Essentially, by going through the Blended conversion and facilitation process, faculty were able to rethink course outcomes and invent new learning activities.

Major findings of the report include:

- Nearly 75% of all students in the pilot indicate they like the Blended Learning format and feel just as strongly that other students should be able to take a Blended course.
- Course completion is excellent—less than 5% withdrew or failed the courses.
- Students perceive they have both a greater amount of interaction and a greater quality of interaction with other students.
- Survey comments reveal that students were excited by the relatively large number of instructional strategies used in Blended courses.
- Faculty participants say they are energized, even renewed, by the creative process of redesigning and teaching their courses in a new format.
- Students would like to know ahead of time that a course is being offered as a Blended course.

The net of the findings from the 2003-2004 Blended Pilot strongly suggests that Blended Learning is a viable alternative delivery method for the majority of RIT courses. In supporting the Blended Pilot, RIT remains both a national leader in the effective use of technology for teaching and learning, and a pioneer in identifying the right mix of face-to-face and online communication practices that will enhance learning effectiveness.

Faculty and Course Examples

Richard Santana, Assistant Professor of Language and Literature, blended his Writing and Literature I course as part of the 2003-2004 Blended Pilot. He wrote the following about his objectives and experience:

In blending this Writing and Literature course one of the objectives was to get students to write in a lower-stakes setting. Writing Across the Curriculum (WAC) and Writing to Learn (WTL) strategies advise that students' engagement with writing can be deepened through protocols that ask students to write for purposes other than strictly for evaluation. Because half of

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Blended Learning Off to a Good Start in a Pilot Project Sponsored by the Online Learning Department

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the course was to be done online, which, for this class, meant a text-based environment, students were required to write under these conditions more often. Another objective of blending the course was to increase interaction between students, and, in effect, reducing the face-to-face time would represent an increase in “real writing” interaction among students. Students would have to communicate with each other, and thus the purpose of their writing was to come to an understanding of the material, rather than to achieve a high grade.

The complete narrative of Dr. Santana’s development and analysis of a Blended course is contained in the Pilot Final Report, which is, to repeat, available on the Online Learning website. Another Blended example is described below.

James Revell, over the past several years, has offered a History of Modern America course that meets once each week from 6:00-10:00 p.m. Most of the people who take the course are commuter students or working adults. When asked, students will often say they are taking this course because it satisfies an elective in the College of Liberal Arts. Faced with such a challenge, Dr. Revell looked to Blended Learning for new ideas about redesigning the course. Here is the “Blended strategy” that he ultimately developed and implemented for both the fall 2003 and spring 2004 sections of History of Modern America:

- Supplement the standard textbook readings with paired readings from a *Taking Sides* anthology, which is specifically organized to stimulate debate and discussion.
- Replace two hours of classroom lectures and seat time each week with online discussion that extends across the entire week.
- Organize the 25+ students into 3-6 online discussion “sections”; each student in each section will address the same weekly discussion topic.
- Use online quizzes to: (1) insure that students keep up with textbook readings and (2) provide the instructor with diagnostic information on which topics to highlight in classroom lectures and discussions.

In sum, RIT faculty have been very creative in using Blended Learning to develop a number of highly original and effective pedagogical strategies. Online Learning applauds all of the faculty participants and recognizes with great appreciation the desire to enhance teaching and learning through the inspired use of online technologies.

For additional information about Blended Learning at RIT, contact the Blended Pilot coordinator, Michael Starenko, at 475-7657 or mssetc@rit.edu.

Call for Participation

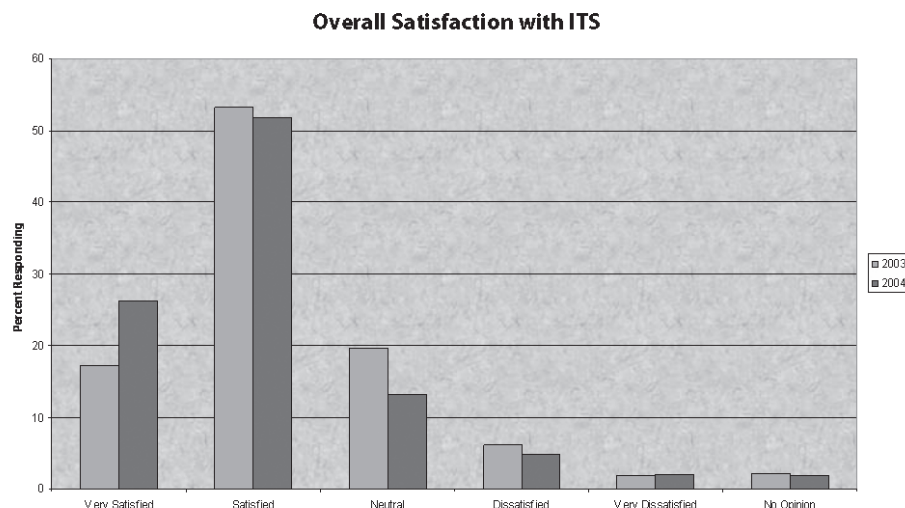
All RIT faculty interested in designing and offering a Blended course are welcome to participate in the continuing Blended Learning Pilot Project that was started by Online Learning last year. Participating faculty must be prepared to modify their course so that part of the instructional time will be online and the remainder will be held in the classroom. In addition, they will attend a Blended Workshop, meet with the instructional design staff of Online Learning, and write a short narrative of their experience with Blended Learning. A one-time \$500 stipend is available for approved participants. Please contact Michael Starenko for more information at 475-7657 or mssetc@rit.edu.

2004 ITS Customer Satisfaction Survey Results

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Overall Satisfaction

The single most important question we asked was the first and simplest one: "Please rate your overall satisfaction with ITS." It's simple and direct, and the results give us a good indication as to whether we are on the right track or the wrong track.



When we asked this question in 2004, we liked the answer we received. The total number of people that answered either very satisfied or satisfied was over 75%, up from about 70% the year before. And over 25% said they were very satisfied with ITS, up from 18% in 2003. Less than 7% of respondents indicated they were dissatisfied or very dissatisfied, down slightly from 2003.

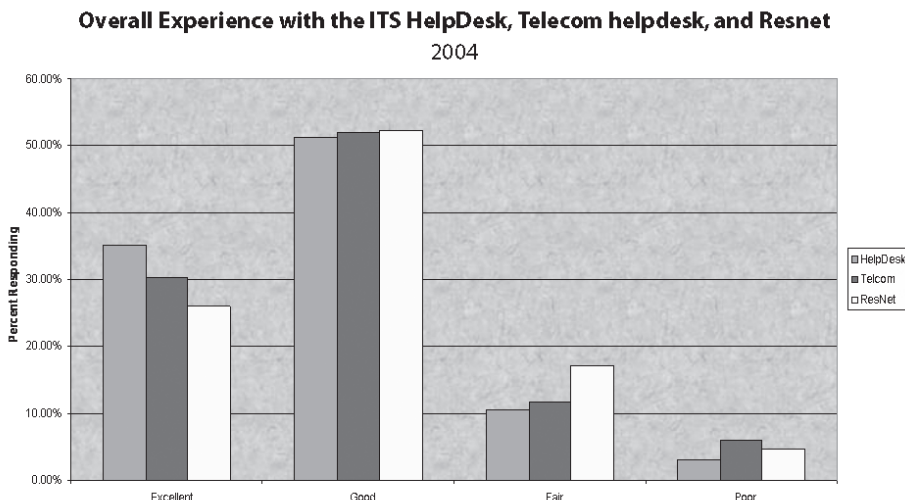
Satisfaction rates increased for all three categories of participants: students, faculty, and staff. Satisfaction was highest for staff, followed by faculty, and then students. Overall satisfaction improvement from 2003 increased the most for staff, with twice as many staff selecting "very satisfied" as compared to 2003.

These numbers were good, but they leave room for improvement. And to look for where we could make improvements, we examined the other more specific questions.

Customer Support

Within ITS, there are three customer support helpdesks: the central ITS HelpDesk, the Telecommunications Helpdesk, and Resnet. When asked to describe their Overall Experience with these helpdesks, over 75% of all customers gave us Excellent or Good ratings for each of the three support organizations.

While we are pleased with these results, we also recognize room for improvement: your comments indicated that you want us to work more seamlessly with other support areas on campus, including those in the colleges and other divisions. Students in particular want integrated services. We have worked to bring the system administrators on campus together through the email and directory services projects, and we will continue these and make new outreach efforts in 2005.



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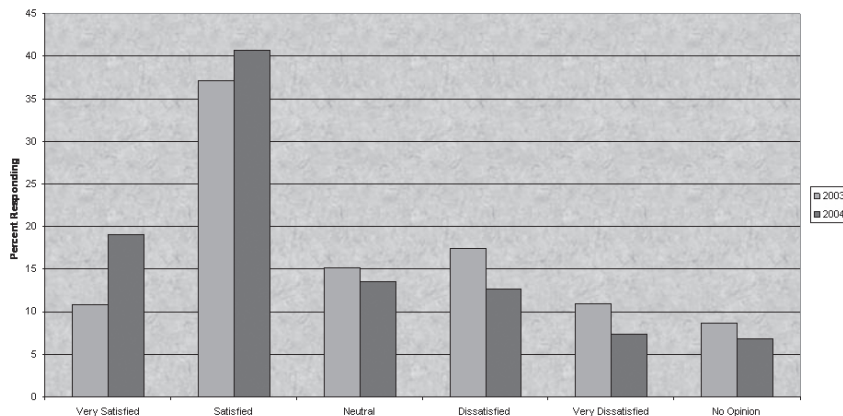
2004 ITS Customer Satisfaction Survey Results

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Email

Satisfaction with email services improved in 2004. The number of people that reported they were Very Satisfied or Satisfied with email delivery was 60%, as compared to 48% in 2003. Very Satisfied responses nearly doubled, from 11% to 19%. This improvement was encouraging to us, but we have also identified email reliability and performance as an area we must focus on to meet the expectations set by the RIT community. Your comments reinforced this conclusion.

**Satisfaction With ITS Provided Email Services
(Reliable Delivery)**

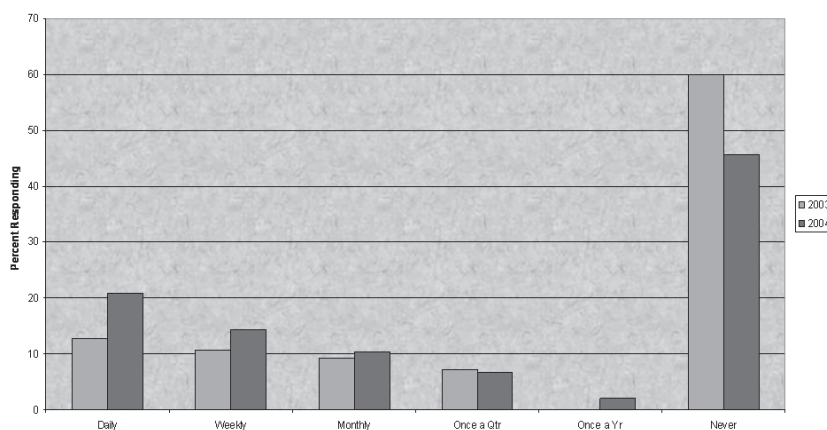


Wireless

Use of wireless connectivity on campus has increased dramatically, and the survey results back this up. Over half of all respondents said they used wireless at least once over the past year, up from 40% in 2003. Students, faculty, and staff each reported using wireless more in 2004, with faculty use increasing most dramatically: over 35% of all faculty reported using wireless at least weekly as compared to 12% in 2003.

There were some complaints about wireless – almost all of which indicated you wanted more wireless access. Comments like “wireless access is great, I just wish you would extend it to building <insert a building here>” were very common. Currently, extensions of the wireless network are decentralized, i.e., they are funded by areas outside of the control of ITS. We will look for creative ways to work with others to extend the wireless network in 2005.

**Wireless Communications
Frequency of Use**



myRIT Portal

Use of the myRIT portal also increased, according to survey results. Over 50% of student respondents reported using the portal at least weekly, a significant increase over the 34% that reported this in 2003.

The percentage of students reporting that they use the portal daily jumped from 17% to 28% over the past year.

We were pleased that use of the portal has increased, but we are far from “done” with this important technology. Many improvements in the myRIT portal are planned for 2005. In fact, we consider the portal to be the crucial way RIT will communicate with its students in the future.

Communication

Regarding communication, we learned an old lesson once again: you want your communication served your way. Many prefer the newsletter (and we appreciate you), others prefer email, still others prefer forums, yet others websites and portal postings. Some would like us to launch an online newsletter. All of this reinforces our understanding that to communicate effectively with the campus we must continue to take advantage of every channel available. We will continue to do this in 2005.

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SAVE THE DATES:

ITS Technology Seminars Begin this Month

Series to Feature Prominent Women in Information Technology, National Cyber Security Strategies and Student Research

By Michelle Cometa, Office of the CIO, macits@rit.edu

Data Retention and Cyber Laws, the National Light Rail Project, the second annual Security and Web Applications Weeks are only some of the exciting topics to be covered in this year's series of ITS Technology Seminars. Opening in November and extending through March the series returns with a focus on ***Technology in Balance: Design, Creativity and Learning***.

From local and national technology experts to speakers about hackers, virus writers and exploring the Digital Divide, the season's information sessions are sure to attract many interested RIT participants.

Hold December 7 for **A Conversation with Sarah Gordon**, one of the top researchers on hackers in the country today. She will share current research about the motivations and *modus operandi* of hackers as they challenge worldwide network systems. Gordon will speak on the 7th from 2:30 – 4:30 p.m. in the Xerox Auditorium in the College of Engineering.

Gordon will be part of the second annual Security Week seminars that take place December 6-10. Joining her for workshops throughout the week will be:

- Steve Schuster, director of Information Security at Cornell University to talk about Intrusion Detection – the detection methods systems administrators use to protect their systems AND the detection strategies of hackers as they look for vulnerabilities in network systems.
- Peter Durant, Nixon Peabody LLC and counsel for RIT to discuss the recent updates to the PATRIOT ACT and its effect on higher education. He'll also discuss other relevant legislation such as CAN SPAM and copyright infringement.
- Dr. William Banks, Syracuse University Law and director of the Institute for National Security and Counterterrorism will discuss how universities prepare for cyber-attacks and their role in national security. (Dec. 8, 3-5 p.m., 76-1125)

Another of the many highlights of the Security Week workshops will be two separate programs featuring research by

RIT students. One set of students from Professor Sam McQuade's Criminal Justice class will deliver papers on Computer Ethics and Computer Crime. Students in Professor Daryl Johnson's classes will present research on individual and network security assessment strategies.

RIT will be well represented during Security Week as ITS staff host a panel about **What it Takes to Catch a Digital Thief – And Then What do You do With Them?** They will be joined by Campus Safety and Information Security staff to round out the panel giving how to's, expectations and steps to take when system breaches occur. Computer Forensics will be the topic of Dr. William Stackpole's workshop and Professors Bruce Hartpence and Nirmala Shenoy will discuss current research on Wireless Technology and Security. Dave Pecora, from ITS will reprise last year's session about What Personal Information of Yours is Out There in Cyberspace?

Security Week closes 2004 and ITS opens 2005 with a collection of online applications and information. In keeping with the theme of technology in balance, the new year opens with **John Ellis's research about Data Retention and Cyber Laws in January.**

Ellis, director of technology at the College of St. Rose in Albany will discuss policies and procedures about data retention – how much data to retain, how long to retain the material, who has access and how do institutes of higher education comply with current legislation?

The **National Light Rail (or Lambda Rail) comes to town on February 11.** Director Thomas West will talk about this national project considered the next generation Internet. According to a Science and Engineering Infrastructure for the 21st Century Report (2003): "*An increasing number of research and educators working as individuals and in groups, need to be connected to sophisticated array of facilities, instruments and databases.*" Connecting these facilities, instruments and databases is the goal of the Light Rail Project and West will detail the infrastructure being de-

ITS Technology Seminars Begin This Month

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veloped and the network of universities building this high tech system on **February 11th, from 10 a.m. to noon in the CIAS Auditorium, 76-1125.**

Last but certainly not least, **Web Applications Week** takes place **March 14-18, 2005.** This series is another weeklong collection of workshops about **Successfully Integrating Student Systems and Using Online Applications for Education.** Featuring higher education systems consultant, John Marrazzo will speak on March 16, at 12:30 p.m. - 3 p.m. in the CIAS Auditorium (76-1125). The week will highlight best practices and tactics for aligning e-business applications with strategic goals and using technology to enhance learning.

Joining Marrazzo during the week will be:

- Dr. Joseph Bowman, Department of Education, SUNY Albany speaking about The Digital Divide: Reality, Fact or Fiction. Dr. Bowman will discuss how colleges and universities prepare to meet the needs of students who may not be as tech-savvy as their peers as well as how communities support efforts to close the Digital Divide.
- Duane Cook, local consultant and president of Strategic EBusiness will take on the topic of aligning e-business with strategic goals from outreach about RIT via the web, including an international focus, to how prospective and current students will look to interact and transact business via the web.

Again, RIT representation will include faculty, staff and students as well as RIT-specific topics such as **Web Usability Studies** conducted by Professor Evelyn Rozanski's graduate students, **Internet2** applications by Andy Elble of ITS, **Web Log Trends and Uses for Coursework** co-presented by Professors Sue Barnes (COLA) and Elizabeth Lawley (GGCIS). Closing the session will be a panel discussion moderated by ITS director of Customer Support Services, Dave Hostetter about the current and future plans of integrated student systems. Participants will have a chance to learn about the strategic initiatives underway or on tap across the university from the people who are "project champions."

Join us for what looks to be a very exciting and informative year!

To Register for ITS Technology Seminars 2004 - 2005

To pre-register for any of the seminars listed here, send email to cioits@rit.edu or call 5-2246. The full schedules for the weeklong events will be posted to the ITS web site shortly; a *ritstaff* mailing with this information will be sent with the link.

All sessions are free and open to students, faculty, staff, alumni and RIT Trustees.

[see next page for more information about tech seminars]

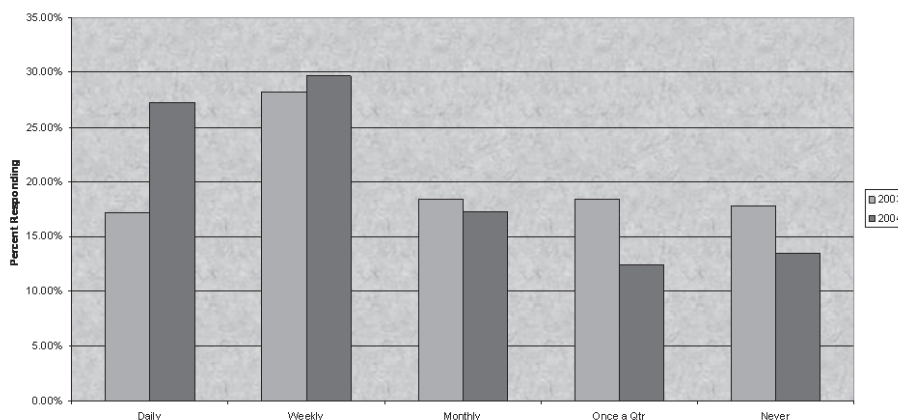
2004 ITS Customer Satisfaction Survey Results

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Our thanks

We would like to extend our thanks and gratitude to everyone that took the time to fill out the 2004 ITS customer satisfaction survey. We appreciate your opinions, criticisms, suggestions, and supportive comments – we learn something from them all. We also look forward to more challenges in the exciting year to come.

**RIT Portal - Frequency of Use
Student Responses**



RIT Alumnus Julianne Klie Opens ITS Technology Series on November 17

RIT welcomes back Golisano College Alumnus of the Year (2003) Julianne Klie in November to serve as keynote for the 2004-2005 ITS Technology Seminar Series. Klie leads off the new season of seminars entitled *Technology in Balance: Design, Creativity and Learning*. Her session takes place on Wednesday, November 17, 3-4:30 pm in the Golisano College Auditorium (70-1400).

Klie, one of the area's leading women in technology, was awarded the IT Woman of the Year honors in 2002. The award, given by the Association for Women in Computing, Women's Council of the Greater Rochester Chamber of Commerce and Rochester Women's Network, recognizes an individual's work in the ever changing IT field as well as community service.



With an extensive background in managing high tech businesses, software development projects and coordinating companies e-business strategies and marketing, Klie is recognized as one of the best in her field. She is president and one of the founding partners of Veritor Corporation, a local technology consulting and organizational development company. She is also the co-founder of Digital Rochester a professional organization consisting of local technology companies.

Opening the Technology Seminar series, Klie will touch on her experience in managing technology businesses effectively, balancing technology use with customer needs, and growing businesses and educational communities without losing sight of the people within the systems.

Registration for the event is free and open to all members of RIT. To pre-register for this event, email cioits@rit.edu or call 5-2246, or pre-register online at http://www.rit.edu/its/news/tech_seminars.

About Technology In Balance: Design, Creativity and Learning

Whether the 21st century is called the Knowledge Age, the Information Age or the Digital Age, it has ushered in technology products and services that have changed society. Yet as computer scientist and researcher Donald Norman said, there is a Digital Paradox: "The very technologies that we hope will simplify life ultimately complicate it."

ITS customers ask that we teach them to use the current technology at RIT better, make it both functional and "user friendly," let it be technology that will make work and teaching a bit easier. All programs for the next ITS Technology Seminar Series will touch on this "digital paradox." They will be about recent trends that show technology can be simplified either by design or by practice.

Current technology can and should be easier to use and still be multi-faceted and functional. Each seminar touches on this overall theme with either specific information about new technology design, or with information about integrating technology to further learning and business applications.

Participants at the technology seminars will be able to:

- Understand how to leverage current technology for productivity, efficiency and, most importantly, for communicating effectively
- Learn about emerging trends related to technology and how "simplicity" can be integrated into new systems without forsaking essential technology functions
- See a showcase of exceptional RIT students who have worked as partners in current technology research
- Learn specific techniques for safeguarding their computers and department networks that are both relevant and essential

Profiles in Co-op

By Dianne Parker, Distributed Support Services, dlpdss@rit.edu

Each month ITS News features profiles of the co-op students who work in our Division. This month our featured co-ops are, Marcy Dutcher and Richard "D.J." Edwards.

Marcy Dutcher comes to ITS from Geneva, New York. She lives there with her family, including one younger brother, who attends Buffalo State for Music Studio Production. Marcy is a fourth year Computer Engineering (CE) major. She selected CE because it is a major that would utilize her talents and skills in an area in which she is most interested.

When Marcy is not working at ITS or taking classes, she enjoys kayaking, traveling and just finding ways to unwind, relax and have a good time.

Marcy's current position with ITS is Assistant System Administrator. Her primary areas of support are the Gosnell and Statistics computer labs in the College of Science. If anything goes wrong in those labs, Marcy is on it. Marcy chose to work for ITS for several reasons. To her, the job seems intriguing, and the ability to work directly with several peers throughout the co-op made it more comfortable.

Marcy has enjoyed her co-op with ITS. She finds that the people she meets on the job are most interesting. She likes making contacts, sharing ideas, debating topics and being able to discuss her opinions on any number of items.

When asked about her most significant accomplishment to date, Marcy had two areas that she felt were significant. First, "Making it to my fourth year studying computer engineering is a pretty huge accomplishment." Also, in the summer of 2002, Marcy was selected and attended the Global Youth Leadership summit that was in Australia.

Marcy would recommend a co-op with ITS to others because, "It creates contacts for future employment, excellent references and experience working for a sub-business of a much larger 'corporation' (college)..... Very real world experience," she said.

Our department has benefited greatly from having Marcy on our team.

Our second featured co-op is Richard "D.J." Edwards. He comes to RIT from Lemoyne, Pennsylvania where he has a large family with three older sisters and one younger brother. D.J. is also close to his grandparents who are helping him in his pursuit of a college education. He is a fourth year com-

puter science major. D.J. selected computer science because he enjoys working with technology and likes programming.

For fun, D.J. likes to play soccer and hockey. Programming is also a pleasurable pastime.

D.J.'s position is Assistant Application Specialist. His responsibilities include application development, custom program modification and some research and development. His primary customers are the North Star Center and the Student Affairs division, including the Student Life Center.

D.J. selected his co-op with ITS because he felt it was a great opportunity, he could work right on campus, and avoid having to move again. When asked how he likes working for ITS D.J. says, "This has been a great learning experience, and it has given me better insight into how/why certain things take place on campus."

He said he really enjoys the fact that he gets to work with numerous databases and gets to investigate and solve different problems. D.J. feels his most significant accomplishment-to-date, with respect to his co-op, has been working with the Student Life Center to streamline their guest pass system.

When asked if he would recommend this position to others he responded, "Yes, it is a great learning experience. Being a student, you will actually get to see the projects you worked on being used even after you leave."



First IEEE Upstate New York Workshop on Communications and Networking to be Held November 12 at GCCIS

The 1st IEEE Upstate NY Workshop on Communications and Networking hosted by the Rochester IEEE Joint Chapters on Communications and Aerospace is scheduled for November 12, 8:30 a.m. – 5 p.m. in the B. Thomas Golisano Auditorium at the Rochester Institute of Technology. This workshop has attracted numerous participants from local industries and universities.

For further details and enquiries contact Dr. Nirmala Shenoy at (585) 475-5724 or email at

caes-chair@ieee.rochester.ny.us

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)
- Send e-mail to helpdesk@rit.edu

Regular hours

Sunday	12 p.m.–6 p.m.
Monday–Thursday	7:30 a.m.–8 p.m.
Friday	7:30 a.m.–5 p.m.

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