

## Survey of Student Computer Habits and Attitudes Provides Valuable Data

by Larry Gilbert

Thanks to a student research team in Professor T.J. Olney's Marketing 481 class, Western now has excellent data on student computer use. As part of a CBE Advanced Marketing research project, students Patricia Wilcox, Arlene Chan and Allison Chan administered a thirty-nine question survey on computer habits to 331 undergraduate students. The survey provided fascinating information on a range of important issues – from computer ownership to use of the Internet to computer lab utilization.

Key findings of the survey were:

- 89% of Western students own their own computers
- 93% of Western's students access our computer labs and 86% use the computer labs more than twice each month
- Students use campus computer labs primarily for research, word processing, and email. Most students do not use the labs for personal work (e.g. chat, games, music).
- The majority of students spend from one-half hour to 2 hours on the Internet per day
- 42% of Western's students use the MyWestern student portal

### Student Demographics

Care should be taken in interpreting the data, in that more than 90% of the surveys were taken in just two classes. The result was that two-thirds of the respondents were female while just more than one-half were sophomores; seniors and freshman each represented only 10% of the sample. The data are thus best used as an indication of general trends in student thinking rather than as a guide for decision-making on specific issues. Nevertheless, the data are in general agreement with data independently gathered from other sources (e.g. use of computer labs).

### Student Computer Ownership

Not surprisingly, most students today own a personal computer (89%). It is surprising that 20% of the students own a laptop com-

puter and 10% own more than one computer (often a laptop and a desktop computer). The average age of students' computers is only 21 months, meaning that the students own computers that are often newer than the computers they encounter on campus. In fact, 80% of the students who responded to this question owned a computer less than two years old. As further indication of the recentness of student computer purchases, nearly 40% of the students used the most recent versions of Windows (Windows 2000/ME/XP). Not only do our students have a high rate of computer ownership, they also have a high rate of Internet access (83%). However, no data was available on the availability of high-speed Internet access.

Students use their home computers for a wide variety of non-academic purposes, including email, downloading or playing music and video, instant messaging, shopping, and entertainment. However, students also use their home computers for the same academic work they complete in campus computer labs – that is, for word processing and research.

### Use of Campus Computers

As mentioned above, nearly all students use campus computer labs, even though they also own personal computers. In fact, more than one-half the students used the labs more than 3 times per week, with 22% using them daily. Although the computer labs are used throughout the day, they are most often used by students between 10:00 am and 4:00 pm. Factors that have the most impact on students' choice of a computer lab are (in order of priority) availability of computers, location, speed of the computer, proximity of the lab to classes, lab hours, and software installed. On the other hand, the availability of a computer lab assistant, unlimited printing, and peripherals available had little effect on student choice of a computer lab.

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# Web Services Stepping Out in New Directions

by Andrew McGlone

Web Services has completed design and development for a number of websites this spring:

## **Extended Education and Summer Programs**

[www.acadweb.wvu.edu/eesp/](http://www.acadweb.wvu.edu/eesp/)

Lead Developer – Ellen McDermott

## **Women Studies Program**

[www.wvu.edu/depts/womenstudies/](http://www.wvu.edu/depts/womenstudies/)

Lead Developers – Kayleen Winton and Christian Nossum

## **Integrated Laboratory Network**

[www.wvu.edu/iln/](http://www.wvu.edu/iln/)

Lead Developer - Mike Lemmon

## **The Western Foundation**

[www.foundation.wvu.edu/](http://www.foundation.wvu.edu/)

Lead Developer - Nick Severson

We are currently collaborating on design and development of new sites for the NSIS Higher Education Consortium, the Dance Program, and the Human Resources Department.

## **Initiatives to Automate Learning Tools**

Faculty members continue to expand their use of Blackboard and other online resources for teaching and learning. In response to their questions and requests, we are pursuing initiatives to further automate online instructional tools.

In collaboration with Technical Services and Administrative Computing, we are developing online course creation tools, including "wizard" options for auto-populating users from the Banner system to Blackboard, and for transferring content from one course or quarter to another. This will mean that rather than asking Web Services to set up course content and waiting for students to self-enroll, faculty members will now be able to easily bring together all the needed resources at their own desktops and publish courses themselves as soon as they feel they are ready.

In order to design and develop more varied and effective services delivered through the MyWestern student portal, ATUS has begun an assessment of the means by which campus groups, organizations and students communicate. The analysis includes both surveys and focus groups to identify communication channels which can then be enhanced through the expansion of services within the MyWestern portal.

We welcome questions and suggestions about new directions for Web Services, so please give me a call at 650-6355, or email [Andrew.McGlone@wwu.edu](mailto:Andrew.McGlone@wwu.edu).

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# University Center at Everett Station Becomes a Reality

by Rob Galbraith

Five state universities and three community colleges comprise the North Snohomish, Island and Skagit Counties (NSIS) Higher Education Consortium. The Consortium grew out of a request from the 1997 legislature to the Higher Education Coordinating Board to create a flexible and innovative means for delivering increased higher education access to the tri-county area.

NSIS is headquartered at the beautiful new Everett Transit Station in downtown Everett. At the Everett Station facility the NSIS University Center staff provides program marketing, academic and student support services, and coordination of multi-institutional programming. The onsite instructional facilities include technology-supported classrooms for face-to-face classes, web-based distance education, two-way interactive video, and combinations of these.

Directed by Larry Marrs, former Dean of Woodring College of Education, the Consortium's purpose is to increase the availability of higher education opportunities with particular emphasis on providing opportunities for place-bound residents whose work and family commitments preclude travel to a distant university. Its members are Central Washington University, Eastern Washington University, University of Washington, Washington State University, Western Washington University, Edmonds Community College, Everett Community College, and Skagit Community College.

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## Faculty Novell Accounts Useful in Offices and in Class

The Novell user name that you type when logging in to your office computer is the same one you will use to access the computers at the instructor stations in classrooms and computer labs beginning in June.

Using your own Novell account in class will allow you to access the same network resources that are available from your office computer. Now is a good time to begin using your own Novell account to log in during class, because the "Workstation Only" option in classrooms and the "faculty" Novell account in computer labs and libraries will be discontinued in June.

## **ATUS Hits the Road for NSIS**

Since the beginning of construction at Everett Station, ATUS has coordinated the planning, design and installation of six mediated classrooms, a two-way interactive video classroom, a computer lab, satellite down-link facilities, telecommunications, networking and security for the site.

ATUS staff provides ongoing support for NSIS in a variety of ways. Expert on-site and phone support is provided by new ATUS staff member Tim Place. Website development and maintenance is provided by ATUS Web Services. Classroom support is provided by ATUS Classroom Services and Media Maintenance and Engineering. Server support is provided by ITS Technical Services.

A recently established contract with Everett Community College provides on-site and first-call support for faculty, staff and students at Everett Station in their use of the computer systems and classroom technologies.

Classes began at Everett Station spring quarter with offerings from several of the consortium members, including Western. ATUS is now making the transition on the project from construction mode to operational mode and we continue to be involved in the completion of the classroom mediation, interactive video classroom, and the satellite system. Stop by Everett Station for a visit the next time you're in the area.

If you do not know how to use your Novell user name and password to gain access to the general university classroom and computer lab computers or need assistance with any of these procedures, please contact Rick Nichols or Teri Blow at the ATUS Help Desk, 650-3333.

There are several ways to obtain your own Novell network account:

1. Use the online application form [www.acadweb.wvu.edu/admc/forms/ATUS/WWU\\_Account\\_Application.asp](http://www.acadweb.wvu.edu/admc/forms/ATUS/WWU_Account_Application.asp)
2. Visit or call the ATUS Help Desk, Haggard Hall 145, 650-3333
3. Email [ATUS.Accounts@wwu.edu](mailto:ATUS.Accounts@wwu.edu)

# Faculty Ideas Sought as Lab and Classroom Changes are Slated

by Nancy Grayum

During summer quarter, ATUS Lab and Classroom Services will take advantage of room availability to upgrade facilities and computer software. To obtain guidance from as many faculty members as possible, hands-on discussion sessions will be held during the first week of June so that we can review the current classroom systems together and compile faculty suggestions specific to the multimedia teaching tools in the classrooms.

A minor capital improvements project will upgrade several smaller classrooms to Level 3 technologies with the installation of new computers, VCRs, and ceiling-mounted projectors. We want to improve the convenience of the small cabinets in these seminar rooms, so now is the ideal time for faculty members to convey preferences in the use of Level 3 instructor podiums. How do you prefer to control the multimedia systems - handheld remote controls, or pushbuttons? Are there new thoughts about computer hardware and software needed to support the curriculum? How important is a remote mouse in these seminar rooms?

Another summer project will upgrade all 55 classroom computers and all 350 general university lab computers from the Windows 2000 operating system to Windows XP, and

Office XP, thanks to a generous number of donated licenses. Prior to preparing the new software images for the classrooms and labs, we want to obtain input regarding faculty preferences in the standard software configuration. How is the current software configuration working for you in the classrooms and labs? What kinds of multimedia software and plug-ins are needed? What would you like changed on the Media Control panel on the classroom computers? What would you like to see on the computer desktop? How is the Novell login and logoff process working for you?

Please join us at one of the following sessions to discuss software and multimedia preferences.

Monday, June 3	3 – 4 pm	PH 146
Tuesday, June 4	4 – 5 pm	MH 163
Wednesday, June 5	9 – 10 am	PH 146
Thursday, June 6	1 – 2 pm	MH 163

During each session, we will have a breakout session at a nearby Level 3 room to discuss the design of the seminar podiums.

If you are unable to attend, please contact me, Nancy Grayum, at 650-3572 to share your ideas, email Nancy.Grayum@wwu.edu, or just stop by to visit me in MH 155.

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## Just Call the Help Desk!

by Rick Nichols

### Automatic Call Distribution Implemented

People have told us that something is missing when you call the Help Desk and end up talking to voice mail. To avoid this disappointment, we have implemented the Automatic Call Distribution (ACD) system which allows callers to hold for the next available Help Desk consultant rather than going to voice-mail when all consultants are currently assisting other clients. If the hold queue is full because of a campus-wide technology problem (e.g., server down, widespread virus alert), the ACD will offer the option to press "0" to hear a voicemail announcement providing details. If you have any comments about your experience with the new system, please contact Rick Nichols at 650-7928.

### Hours of Service Increased

The ATUS Help Desk has expanded its hours to increase the level of support provided to faculty, staff and students. The new hours for the Help Desk are:

Monday – Thursday, 8:00 a.m. – 10:00 p.m.  
Friday, 8:00 a.m. – 5:00 p.m.  
Saturday, noon – 5:00 p.m.  
Sunday, noon – 10:00 p.m.

Note: To report server problems (e.g. Blackboard not working) please call the Help Desk at 650-3333 during all open hours. At other times, please report problems to University Police at 650-3555.

### Email Management While You Are Away

- Email correspondents will appreciate your Outlook Out of Office message while you are away on vacation. From your Inbox, choose Tools, then Out of Office Assistant to compose your message.
  - Delete or move Outlook items so that your mailbox has room for new items during your absence.
  - Use Outlook Web Access from any internet connection: [www.cms.wwu.edu](http://www.cms.wwu.edu)
- For further details, just call the Help Desk, 650-3333.

## Get in Touch Now for Computer Lab Reservations and Software Requests

Reservations for the 2002-2003 academic year are now in progress for the general university computer labs. In addition, summer quarter computer lab reservations can be requested now by contacting Rick Nichols, 650-7928 or Rob Galbraith, 650-3368.

Requests for software changes in the general university labs need to be submitted to Rick or Rob by the last day of finals week preceding the quarter that the software is needed. This lead-time is needed to allow us to revise the software image on all computer lab machines.

When "occasional" lab reservations are needed, we make every effort to respect the students' requests that these always appear on the posted lab schedules. In order to ensure that ad hoc sessions will appear on the weekly schedules, please submit them by the Thursday prior to the week the lab is needed.

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## Dispose of Electronic Equipment Carefully

by Fred Robson

When old computer equipment is no longer working we need to make sure that it is disposed of properly. Currently we have a recycling company that will take the old PC boards and recycle them for the metals they contain. We disassemble the hardware and sort it into large barrels for the recycle company to pick up on a periodic basis.

Computer monitors are a bigger problem. They require more labor for the recycle company and are more of a hazardous waste problem because of the materials they contain. Environmental Health and Safety is taking on the responsibility of proper disposal of old non-functional computer monitors. Contact Monte Robinson at 650-7612 and he will arrange pickup of your old monitor.

If you have working equipment, please contact ATUS Computer Maintenance to see if we can place it somewhere else for optimal use. If not, we will have you contact Jack Herring in Equipment Inventory, 650-3566, for placement or inclusion in Western's used equipment auction.

# Make Your Teaching More Flexible by Authoring Video CDs and DVDs

by Marc Geisler, Associate Professor, Department of English



Not so long ago, as a newly minted professor straight out of graduate school, I envisioned myself teaching classes on Shakespeare in which short film clips would play a significant role. While I've never shown entire films in class, short clips selected to illustrate key passages can make Shakespeare's rich dramatic language come alive for students. My hope was to use in-depth analysis of film clips as a visual and oral complement to the printed text.



However, the realities of video technology soon cooled my aspirations. Lining up clips on individual VHS tapes proved to be arduous and overly contrived in the classroom. Realistically, I could only do one clip from each film in a class period, and I could not readily compare scenes within a film. While I eventually discovered a way to copy clips from different scenes and productions onto one VHS tape, the image quality was poor, and the tape degraded with use. Even more importantly, the tapes I created were still clumsy to fast forward and rewind in class, and thus my lectures and discussions using them tended to be much more linear than I

liked. However, recent innovations in technology have radically changed and improved my use of film clips in class.

## CD Format

Converting analogue video into digital video has fostered much greater flexibility and interactivity in my class presentations. I can call up scenes at will, regardless of the order I might have prepared in my notes. This has led to more creative lecturing and discussions, which respond better to student needs. Media players like QuickTime allow me to put contrasting productions side-by-side. Using the scrubber bar at the bottom of the QuickTime player, for example, I can move from one part of the clip to another with great ease. Analyzing and comparing individual frames and short sequences within one film and between contrasting films has become possible. And thankfully, the disks do not degrade with use.

In short, with the introduction of digital video clips on a CD, I can:

- access any clip when I want, depending on the flow of class discussion.
- put different versions up side-by-side for comparison, as requested by students.
- easily revisit a clip we talked about earlier, such as when students have questions at the end of class.
- make more clips available than was possible with tape.
- move instantly within a clip to focus on a frame or short sequence.

## DVD Format

Most recently, I have begun authoring my collection of digital video clips as DVDs. This allows for larger, better quality images. Also, I can take advantage of the slow motion, step frame, and zoom functions. The menu interface enables faster transitions between clips. And there is room for much more creativity in presenting the clips, because still and motion menus can be crafted according to individual needs. Moreover, I can fit many more clips on one disk, which creates even more flexibility in the classroom. Indeed, I've found that DVDs are in many ways simpler to create because there is one fixed standard; they play on computers and on stand-alone DVD players alike.

Whichever format you use, it takes some time and effort to capture your video clips and organize your own method of presentation.

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## Multimedia on DVD

Multimedia on DVD is exciting, freeing and creative. However, being creative with other people's property or products can be a copyright infringement.

Under the Fair Use law, educators can use small portions of other people's work to demonstrate or introduce concepts without receiving permission of the owner. The definition of small portion is up to 10% or a thousand words or 10% or 3 minutes of music, tapes or DVDs, whichever is less. When using other people's work in your project, the copyright from each work borrowed must be referenced on the first page or displayed at the beginning of a tape, computer presentation or DVD. In most cases creating anthologies or other organized compilation of copyrighted materials is prohibited.

There are very specific rules and regulations for educators and students to follow. Please visit the websites listed below for guidelines on what is fair use and how to implement it.

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>  
<http://www.lcweb.loc.gov/copyright/>

# ATUS Redefines Support for Extended Education and Summer Programs

by Rob Galbraith

Upon the formation of Western's Extended Education and Summer Programs Department (EESP), ATUS has been charged with providing technical support for the new organization. This has been an exciting time of change for both groups as we have worked together to establish and continue to build support arrangements to serve EESP's diverse needs.

## Online Course Support for Faculty

ATUS staff provides support for EESP faculty members in the development of online courses and modules, assistance with development of multimedia materials, training of faculty in online course development and implementation, and ongoing support of faculty in the use of online learning materials.

## Web Site Development & Maintenance

A large part of the services required by EESP from ATUS involves web development and design. EESP web page development and online course support is managed through ATUS Web Services in order to take full advantage of the breadth of ATUS expertise in web and course design. EESP and ATUS just completed a full re-design of the EESP website. Ongoing maintenance and enhancement of EESP and Human Services Department websites, integration of EESP web services into campus-wide web search, indexing, and statistical services are included, as well as the development of relationships between campus databases and EESP web sites. ATUS personnel have ongoing contact with the Human Services Cybersite Director, Susan Kincaid, to ensure that ATUS has a clear understanding of the magnitude and special nature of the services required by this program. They are working to assure that technical support for Human Services is not interrupted and that service needs will be defined by regular, open, and direct discussions between Human Services and ATUS.

## Student Support

General computer and network support for EESP students is being structured to parallel support provided to campus-based students, with primary support coming through contractual arrangements with the host Community Colleges. Additional support is provided by the ATUS Help Desk.

Remote student/faculty access to email and online materials is established through the University's MyWestern and BlackBoard systems. Online course support for students includes the development of online training and Help Desk support, and the development of automated student support tools (e.g. account initiation, password changes, data updates, etc).

## Remote Site Support

Support of remote sites is being accomplished primarily through contractual arrangements with host community colleges or by independent local providers, starting from arrangements already in place at most sites. ATUS and EESP have recently established new contracts for services with Everett Community College and North Seattle Community Colleges. Expert on-site support continues to be provided by Tim Place, who has recently joined the ATUS support team. He is working with the ATUS Classroom Services staff to establish and maintain remote classroom technology.

## Desktop Support

Desktop support includes installation of computers, assistance with purchasing and upgrading, maintenance, Help Desk access and support, and comprehensive consultation on network and computing issues. For EESP faculty and staff this support parallels the support provided to staff and faculty for on-campus programs. Some personnel within ATUS are assigned specific duties to provide priority service for EESP needs. Support for staff in the 32<sup>nd</sup> Street "B" building (AE) is provided by members of the ATUS on-campus consulting and maintenance staffs. The ATUS Help Desk provides a central point of contact for service requests.

## Server Management

EESP server support is being consolidated into existing facilities and support services provided to the campus by the ITS Technical Services group in the first 32<sup>nd</sup> Street building (AC). EESP data and accounts will be maintained on existing central campus servers. Management of servers and account functions is being shifted to ITS Technical Services.

For information about the diverse offerings of EESP, browse their new website, [www.acadweb.wvu.edu/eesp](http://www.acadweb.wvu.edu/eesp).

# Blackboard Makes Distributing Handouts Easy

by John Farquhar

Numerous instructors have found the benefit of distributing instructional materials through their Blackboard course site. Professor Victor Nolet uses Blackboard to distribute research articles, case study documents, sample statistical data and lecture materials to students of his educational research class. Descriptions of assignments and their scoring rubrics are located together on the Blackboard course site. Many of these files are formatted Microsoft Word documents posted online instead of printed for the student. Other file formats are also supported. To practice data analysis, Dr. Nolet assigns specific datasets to his students in spreadsheet format. Supplementing the data, he also provides government census information commonly distributed in PDF format. This set of materials makes for a rich and easily accessible learning environment.

Professor Ralph Vernacchia finds that graphical information distributed in either PowerPoint or Microsoft Word files can be easily distributed via his Blackboard site. In his Principles of Conditioning and Strength Training course, Dr. Vernacchia makes example training schedules available in the form of Excel spreadsheets. PowerPoint lecture materials aid learning by depicting models of training for peak performance. Since many of these documents make instructional use of color, printing costs become an issue unless the documents are distributed electronically.

If you find yourself distributing website addresses to your students, you might find Blackboard an accurate and convenient means of sharing those addresses. Professor Doug Clark refers to many government and organizational websites during lectures in his Environmental Geology course. The sites provide terrific instructional examples and current issues for discussion. By listing the websites in the "External Links" section of his Blackboard course, Dr. Clark does not have to spend his precious presentation time relating the addresses to the students. Nor does he worry about students mistyping the confusing URL addresses. Instead, the course Blackboard site makes an easy index to these important course materials.

To learn how you can make use of Blackboard to distribute your own course materials, register for a workshop at [www.wvu.edu/atus/training](http://www.wvu.edu/atus/training) or speak with John Farquhar, 650-6538 or [john.farquhar@wvu.edu](mailto:john.farquhar@wvu.edu).

An amazing two-thirds of the students indicated that they sometimes or regularly used the Haggard Hall general university computer labs. The next most frequently cited lab was Miller Hall basement, with only 25% of the students indicating use. Clearly, more effort needs to be made to inform students about the availability of the broad range of computer labs on campus.

By and large, students indicate they have encountered few significant problems with use of campus computer labs. The survey indicated that most students seldom experience problems with the network, servers, printing, software, downloads, or logins. The most common problems cited were wait times to use the lab (one-third of students) and encountering classes meeting in the labs (forty percent of the students). Clearly, ready availability of computer lab seats is of high importance to many students. About 30% of the students said they would be most likely to vote for a Student Technology Fee increase if the increase resulted in either more computer labs or more replacement of older computers in current labs.

### MyWestern

Last year, the MyWestern web portal was introduced to students both on and off cam-

pus; web-based email is an integral part of MyWestern. The survey indicated that less than one-half of our students regularly use MyWestern — 42% of those surveyed. Those students who do use this service use it most often for email, followed by use of the news features and the integrated calendar.

The most common reasons given for not using MyWestern related to email. Students were already familiar with another portal/email system, they want to keep the same email address when they graduate, or they want to get their email all in one common place. Very few students indicated that they don't use MyWestern due to problems with the software itself (e.g. password problems, it's slow, couldn't activate, or "it's stupid").

Although the 42% number may seem low, it is actually higher than expected given the circumstances under which MyWestern was introduced. MyWestern was introduced primarily to new students last year, representing about 3,500 of our active students. It was expected that juniors and seniors would be more resistant to using MyWestern, since they had already been using alternative email and portal systems for two to four years.

### Recommendations from the Survey

The students conducting the survey recommended that the university take action to deal with several problems noted in the results. First, they recommended a number of actions to inform students about the availability of computer lab seats — including placing ads in the Western Front and posting information around campus. To encourage use of MyWestern, it was recommended that ATUS place ads in the student newspaper, place posters in student gathering places, provide web links to popular student venues, add a daily "Helpful Hints" feature, and allow students to keep their email address when they graduate.

ATUS is already moving to implement some of the suggestions of the students, starting with development of an on-line system to inform students about available computer lab seats. We want to thank Dr. Olney and his students for completing this survey. The information it contained has been invaluable to ATUS in helping us to improve our services for students.

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## Student Technology Fee Program Expands Learning Options

by Rob Galbraith

### STF Increase Approved

In the recent Associated Students elections, an increase in the Student Technology Fee from \$10 to \$15 per quarter was approved by a 54% majority of students voting. This means that the student funding for the grants awarded each year will increase from about \$300,000 per year to about \$450,000 per year. Each year, the Student Technology Fee fund is supplemented by \$150,000 from the University. The Student Technology Fee fund is also supplemented on a project-by-project basis by other sources such as grant funds and departmental budgets.

### STF Projects Reflect Collaboration

Twelve proposals were approved for funding this year by the Student Technology Fee Committee and President Morse together with Associated Students President Corey Eichner.

This year's selections were distinguished by the number and variety of collaborative projects chosen. These included: a proposal to expand wireless computing for students to include all of the Library, the VU and sites on south campus which involved collaboration among the Library, the Viking Union, Science Education and ATUS; a combined student video editing lab proposed by Communications, Journalism and ATUS; a Theatre design lab proposed by Theatre and ATUS; a lab upgrade for the shared Geology and Physics lab. A lab upgrade proposal was also approved for Sociology who is collaborating with Theatre and ATUS to share printers between their adjacent lab projects.

Also approved for funding were: sculpture equipment for the Art Department; computer lab upgrades in CBE, Engineering Technol-

ogy, Huxley, Haggard Hall and Miller Hall, a new student-use computer lab in Old Main 330, ten stand-up computer stations in areas where students congregate between classes, an upgrade of Fairhaven's student print studio, and multimedia computer clusters for students living in University Residences.

STF deadlines are set on a year-by-year basis. For 2002, the deadline for submission was January 18, 2002. Typically, Student Tech Fee proposals are due in January and comments from the campus community are due in February. Instructions can be obtained from the Office of the Vice Provost for Information and Telecommunication Services.

More information about the Student Technology Fee is available on the web at [www.wvu.edu/stf](http://www.wvu.edu/stf).

# The 17<sup>th</sup> Biennial Conference on Chemical Education Coming to WWU

by George S. Kriz, Department of Chemistry

The 17<sup>th</sup> Biennial Conference on Chemical Education will be held at Western from July 28 to August 1, with an expected registration of more than 1300 participants. Sessions will cover such topics as green chemistry, environmental chemistry, the role of undergraduate research in the preparation of chemistry students, innovations in chemical education, articulation between community colleges and four-year institutions, and innovations in teaching high school chemistry. An exhibition center at Carver Gym will feature exhibit booths from 60 vendors, including publishers, instrument manufacturers, educational software developers, and scientific supply companies.

## Plenary Lectures: Scientific Literacy and Undergraduate Research

Both President Karen Morse and Dr. George "Pinky" Nelson will present plenary sessions at the Main Auditorium in the Performing Arts Center for the more than 1300 expected attendees. President Morse's address is titled "Undergraduate Research: Why Should an Administrator Even Care?" Dr. Nelson, Director of the Science, Mathematics, and Technology Education Center, will speak on "Basic Chemical Literacy for All: What Should Everyone Know? What Skills Should Everyone Have? Are We There Yet? How Can We Get There?" Other plenary lecturers will be Professor Ronald Breslow, former President of the American Chemical Society, and Professor Michael Doyle, President of Research Corporation.

## Western's Integrated Laboratory Network

The conference will afford an opportunity to showcase Western's Integrated Laboratory Network. Dr. Larry Gilbert, Western's Director of Academic Technology and User Services, will preside over a symposium entitled "Creating an Integrated Laboratory Network: Science for Students Anytime/Anywhere." Invited speakers include Western faculty members Devon Cancilla, David

Patrick, and Doug Clark. A question-and-answer session will also be included. This symposium will be part of the Wednesday morning program, on July 31.

## What's Flowin' through Rowan? – The Varian Environmental Analytical Challenge

Teams of students will be invited to participate in solving an environmental problem dealing with pollution of the water in the fictional town of Rowan. The responsibility of each of the teams will be to conduct chemical and toxicological tests to assess water from the Cowstoclose River, which flows through Rowan. The teams will act as expert witnesses for lawyers, who will present arguments at a public hearing to determine what specific actions can or should be taken. Attendees of the 17<sup>th</sup> BCCE will be able to watch the progress of the teams in solving this environmental puzzle and will be able to attend the public hearing.

## Pre-planning with ATUS

Support for teaching and learning technologies will play a prominent role throughout the conference, thus discussions with ATUS began in the early planning stages. Many of the BCCE workshops will be computer-based, with sessions focused on demonstrations of software, course development, instructional activities, and computer interfacing of laboratory experiments. Classroom Services, the Help Desk, and the Network Group will all play a big role in assisting visitors with multimedia and computer support in the labs and classrooms. Through the ResTek Program, conference participants staying on campus will be able to gain computer access in the residence halls.

For full details about the conference, contact Dr. George S. Kriz, General Chair of the 17<sup>th</sup> BCCE, at 650-3126, email [George.Kriz@wwu.edu](mailto:George.Kriz@wwu.edu) or the website [chem.wwu.edu/acs/bcce/index.html](http://chem.wwu.edu/acs/bcce/index.html).

## Authoring Video CDs & DVDs

(continued from page 4)

The process, however, has its rewards because you get to know the material so well; I've discovered many insights that I've been able to use in class. Most importantly, the enthusiastic student response has made all the preparation worthwhile.

*Editor's note: DVD production involves creative decision-making as well as appropriate tools and technical know-how. ATUS was happy to enable Dr. Geisler with the tools to make an instructional DVD through access to our video editing facility and personnel trained in digital editing. For consultation and assistance with editing and authoring, contact Noel Newell-Andriff, Digital Video Services Manager, 650-6193, or email [Noel.Newell@wwu.edu](mailto:Noel.Newell@wwu.edu).*

## Access Your Files from Home with FTP

by Rick Nichols

Did you know that faculty, staff, and students can transfer files between their home computers and campus network servers via File Transfer Protocol (FTP)? With FTP, you can access your Novell U-drive (personal disk space on the university's network) and other network drives remotely through your Internet Service Provider or by connecting to the university's modem pool. Once you have accessed your U-drive, you can then access other shared network drives.

There are two ways you can access your U-drive with FTP. You can either use an FTP program like WS\_FTP or an Internet browser like Internet Explorer or Netscape. FTP instructions and the WS-FTP program are both available from the ATUS Help Desk website at [www.wwu.edu/atus/helpdesk/handouts/wsftpUdrive.pdf](http://www.wwu.edu/atus/helpdesk/handouts/wsftpUdrive.pdf) or by calling 650-3333.

## Academic Technology News

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## Going on Vacation?

- Forward your phone to voice mail or another mailbox using your Forward button; or dial #1 then the number (7444 for voice mail).
- Add a temporary greeting so callers will know you are gone: Dial 7444, then your 4 digit mailbox number and your password when prompted. Dial 82, then choose option 3, temporary greeting. Press 5 to record and # to end the recording. You can also set an expiration date by following the instructions after you record the temporary greeting. Call Telecom at 650-3600 for additional assistance.

# Free Software Training

by Susan Brown

Our ATUS Training group is offering some new workshops this summer, including Photoshop Fundamentals, Web Essentials with Dreamweaver, and Submitting Digital Files to Copy Services. Exploring Office XP offers an overview of new and changed features in the MS Office suite, helpful if you are considering upgrading, or have just begun to use Office XP. If you have never made a web page, the Beginning Web Development workshop is a good way to start.

The ATUS Technology Faire will offer updates on labs, classrooms and software when the new school year begins in September.

All ATUS workshops are offered at no charge to WWU staff and faculty. Check the ATUS Training web page at [www.acadweb.wvu.edu/atus/class](http://www.acadweb.wvu.edu/atus/class) for full descriptions, schedule details and registration. For more information or to arrange a customized session for your department or workgroup, call John Farquhar at 650-6538 or Susan Brown at 650-7222.

## Introduction to Blackboard

June 18, 2:00-4:00 pm, Tuesday  
 July 18, 9:30-11:30 am, Thursday  
 Aug. 12, 2:00-4:00 pm, Monday  
 Sept. 12, 9:30-11:30 am, Thursday  
 Sept. 17, 2:00-4:00 pm, Tuesday

## Photoshop Fundamentals

June 12, 2:00-4:00 pm, Wednesday  
 Aug 22, 2:00-4:00 pm, Thursday

## Submitting Digital Files to Copy Services

June 25, 2:00-3:30 pm, Tuesday  
 Aug. 28, 9:30-11:00 am, Wednesday

## Exploring Office XP

July 2, 2:00-3:30 pm, Tuesday  
 Aug. 29, 9:30-11:00 am, Thursday

## Beginning Web Development

June 19, 9:30-11:30 am, Wednesday

## Web Essentials with Microsoft FrontPage

July 10, 9:30-11:30 am, Wednesday

## Developing Dynamic Web Pages with FrontPage

Aug. 7, 2:00-4:00 pm, Wednesday

## Web Essentials with Dreamweaver

July 25, 2:00-4:00 pm, Thursday

## Outlook Basic Training

June 27, 9:30-11:30 am, Thursday  
 Aug. 6, 2:00-4:00 pm, Tuesday  
 Sept. 18, 9:30-11:30 am, Wednesday

## Outlook Web Access

June 6, 2:00-4:00 pm, Thursday

## Managing Your Outlook Mailbox

Aug. 20, 9:30-11:30 am, Tuesday

## PowerPoint Basics

July 16, 2:00-4:00 pm, Tuesday

## ATUS Technology Faire, Sept. 20, Friday

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# Human Resources Information Technology Training

All full time, part time, project, and temporary Western Washington University employees currently in pay status are eligible to register for classes through Human Resources

Training and Development. Many classes are free, while others can be paid by transfer or direct (personal check or cash) payment.

June	Date(s)	Day(s)	Time	Cost
Excel 2002 Introduction	3-4	M-T	8:30 am - 12:30 pm	Free
Excel 2002 Intermediate	5-6	W-Th	8:30 am - 12:30 pm	Free
Excel 2002 Advanced	10-11	M-T	8:30 am - 12:30 pm	\$50
Excel 2002 Macros	12-13	W-Th	8:30 am - 12:30 pm	\$50
BI/Query User Part 2 <i>(Bring Class Manual to Class)</i>	13	Th	1:00 - 4:00 pm	Free
<b>July</b>				
Access 2002 - Introduction	17-18	W-Th	8:30 am - 12:30 pm	Free
Outlook 2002 - Introduction	22-23	M-T	8:30 am - 12:30 pm	Free
Access 2002 - Intermediate	24-25	W-Th	8:30 am - 12:30 pm	Free
Outlook 2002 - Intermediate	29-30	M-T	8:30 am - 12:30 pm	Free
Access 2002 - Advanced	31-1	W-Th	8:30 am - 12:30 pm	\$50
<b>August</b>				
PowerPoint 2002 Introduction	7-8	W-Th	8:30 am - 12:30 pm	Free
PowerPoint 2002 Intermediate	12-13	M-T	8:30 am - 12:30 pm	Free
PowerPoint 2002 Advanced	14-15	W-Th	8:30 am - 12:30 pm	\$50
Visual Basic 6.0 Introduction <i>Registration/Cancellation Deadline: 7- 2</i>	26-29	M-Th	8:30 am - 12:30 pm	\$400
<b>September</b>				
Word 2002 Introduction	4-5	W-Th	8:30 am - 12:30 pm	Free
FrontPage 2002 Introduction	9-10	M-T	8:30 am - 12:30 pm	\$50
Word 2002 Intermediate	11-12	W-Th	8:30 am - 12:30 pm	Free
FrontPage 2002 Intermediate	16-17	M-T	8:30 am - 12:30 pm	\$50
Word 2002 Advanced	18-19	W-Th	8:30 am - 12:30 pm	\$50
BI/Query User & Reports Fundamentals <i>(Bring Class Manual to Class)</i>	23-24	M-T	9:00 am - Noon	Free
Word 2002 Macros	25-26	W-Th	8:30 am - 12:30 pm	\$50

All Information Technology Training classes are conducted in 405 32nd Street, Room 341

Information (course objectives, class registration information, location and transportation, etc.) about Training and Development may be viewed at their website

[www.acadweb.wvu.edu/hr/training](http://www.acadweb.wvu.edu/hr/training). Contact Training and Development at phone: 650-4998; fax: 650-7692; email: [HR.Training@wvu.edu](mailto:HR.Training@wvu.edu).