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Newsletter

PeopleSoft Upgrade Brings More On-line Self-service Capability

Major upgrade

The third major upgrade to the PeopleSoft enterprise system will add more Web self-service functions and use the installed work flow system to increase the efficiency of several functions. Steve Gudvangen, the Office of Information Technology's (OIT) project manager heading up the upgrade team, said the upgrade will make navigation of the program easier than ever. PeopleSoft Version 8 (V8) is entirely Web-based and will be accessible via a browser.

Major Web improvements will allow faculty to enter final grades on-line, which lets students view their grades as early as the next day.

Many new functions

The upgrade will lay the foundation for many new functions which will be rolled out later this spring.

■ Major Web improvements will allow faculty to enter final grades on-line, which lets students view their grades as early as the next day. Office of Enrolled Students staff (OESS) will view the same Web page a student is viewing, resulting in faster problem solving, less confusion, and lower call abandonment rates.



■ An improved wait list and swap capabilities will assure students they will get the class they want and free departments from manually creating their own wait lists.

OESS will pilot the swap/waitlist functions with the Journalism Department before rolling it out to all departments.

■ Also coming is the automating of the complex process of awarding scholarships. The current 13-step process is often manual and fragmented, with too many opportunities for errors. Soon college and department staff will enter the information and the system will process the awards on-line.

Easier to access.

Data Security staff are testing the Central Authentication Hub (also known as CAH), which allows easier access to V8. Users will be able to log in using their X.500 Internet ID and Enterprise password. The X.500 information will automatically link to user security access in PeopleSoft.

A PeopleSoft Operator ID and password are no longer needed. This will make it easier for casual users, such as faculty, to log in to do infrequent administrative tasks.

However, users will have to log on to PeopleSoft from the University network, through the University's modem pool, or by using Virtual Private Network (also called VPN).

System will go down on February 14.

The enterprise system will go down on February 14, 2003; and production will come to a halt.

Down on February 14, 2003.



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Back up February 24, 2003 or earlier.

Gudvangen says the system is scheduled to come back up on February 24, 2003 but will be turned on earlier if the upgrade completes earlier than expected. So far work is on schedule.

More enhancements to follow the upgrade.

The upgrade will lay the foundation for more Human Resources self-service functions.



Updating emergency contact information and updating professional achievements will roll out in the late spring or summer.

Gudvangen, who worked on the system during the late 1990's rollouts says the system has come a long way.

“Remember 1999 and 2000, with our first registration and first financial aid awarding on the new system?”

It was pretty chaotic, and I think many staff worried that the system wouldn't live up to its promise. But each year the online system becomes more functional, more reliable, and easier to use.”

■ Jude Poseley, Office of Information Technology, questions to: jposel001@umn.edu.

WebCT Upgraded to Version 3.8

During the last week of December, the systems staff upgraded the Office of Information Technology (OIT) WebCT server from version 3.6 to the latest release of WebCT, version 3.8. The WebCT interface has changed very little in the transition from 3.6 to 3.8, so the look and feel of WebCT sites are largely the same, but functionality in a number of areas has improved and numerous bugs have been fixed.

The upgrade process

WebCT systems staff, along with faculty and student volunteers, installed WebCT 3.8 on a test server in October of 2002 and conducted extensive testing of the software. This process revealed only minor problems with version 3.8, which were repaired in consultation with WebCT, Inc. support personnel.

The testing process also revealed several significant improvements in WebCT, along with the resolution of a number of problems that affected version 3.6.

The UMN WebCT Admin and Support Team presented the results of the testing to the WebCT Faculty Advisory Committee on December 9, 2002 and recommended upgrading to version 3.8. The committee unanimously endorsed this recommendation, and the upgrade was completed from December 25 to December 27, 2002.

The OIT installation of WebCT now resides on a single powerful server, rather than the load-balanced, multiple-server environment that was used for version 3.6. This move was made at the recommendation of WebCT, Inc., which claims that a single-server setup will result in overall performance enhancements, greater browser compatibility, and improvements in the functionality of Java-based components, including Chat, Whiteboard, and Equation Editor.

Existing WebCT sites

All WebCT sites on the OIT server were converted to version 3.8. All work done in WebCT 3.6 sites by students or site designers was preserved. All users of WebCT should access their sites in the same way as before, namely by going to <http://webct.umn.edu> and selecting the Site Log In link in the top right or the WebCT Login link in the Quick Links menu.

<http://webct.umn.edu>

Improvements in version 3.8

The major improvements in WebCT version 3.8 include the following.

Equation Editor

WebCT 3.8 contains an optional tool for creating and editing mathematical equations in Web pages. Based on MathML, the equation editor enables WebCT users (faculty members, course designers, and students) to type, manipulate, and edit mathematical equations in many areas of a WebCT site, including content pages, quiz questions and answers, discussion and e-mail messages, etc. One limitation is that the Equation Editor does not appear to function on the Macintosh platform.

WebDAV

WebCT 3.8 supports WebDAV, which stands for “Web-based Distributed Authoring and Versioning.” This tool enables Web authors to manage files in their Websites directly through the “Web Folders” of their Windows or Macintosh workstations. Designers can upload multiple files to their WebCT sites via a drag-and-drop interface, obviating the need to zip multiple files together, upload the zipped file, and unzip it within WebCT.

Browser compatibility

WebCT 3.8 promises compatibility with a wider range of browsers. While the list of browsers recommended for the OIT installation of WebCT has yet to be finalized, the UMN WebCT Admin and Support Team believes that it will be able to recommend the following:

- Netscape 4.7–4.77 for PC and Macintosh
- Internet Explorer 5.5 service pack 2 & IE 6.0 for PC
- Internet Explorer 5.1 for Macintosh OS 9.x or lower

Documentation

UMN WebCT Admin and Support Team and Digital Media Center staff members have developed documentation describing all the improvements and bugs that have been fixed, as well as instructions about how to use the new features. It is being published on the WebCT support Website during winter break and the beginning of spring quarter: <http://webct.umn.edu>

■ J. D. Walker, Digital Media Center

A "COLLAGE" of Digitized Primary Sources Documenting Immigration is Accessible Online

From an Immigration History Research Center November 15, 2002 Press Release

Students, educators, scholars, and ethnic community members have a new research tool available to learn more about American immigration from digitized primary sources. The Immigration History Research Center (IHRC), located on the University of Minnesota, Minneapolis campus, has an online searchable database of digitized items from its photograph, print, and manuscript collections on the IHRC Website:
<http://www.umn.edu/ihrc>.

COLLAGE (Collections Online: A Digital Library of American Immigration and Ethnic History), launched in June 2002, includes photographs and other archival materials selected from over twenty different ethnic collections, with descriptive information for each image. This digital documentation creates an opportunity to access these unique materials on the Web. Online items include images of homes, sports clubs, and community life in relation to the immigrant experience: <http://www.umn.edu/ihrc/collage.htm>.

COLLAGE is also a gateway to Featured Archival Sources, introduced in October 2002 as an initiative to select individual documents from the collections and provide historical and cultural context:
<http://www.umn.edu/ihrc/fas.htm>.

A variety of Web resources are also part of COLLAGE, designed to support curriculum development and research for immigration subjects:
http://www.umn.edu/ihrc/ihe_links.htm.

Since going online, users are accessing COLLAGE via:

- the IHRC home page:
<http://www.umn.edu/ihrc>
- the University of Minnesota's University Libraries Digital Collection home page:
<http://digital.lib.umn.edu>
- through UNESCO's Archives Portal under Primary Sources Online:
http://www.unesco.org/webworld/portal_archives/pages/Primary_Sources_Online.

This project stimulates research through building a digital collection, developing online tools to aid in its use, and providing broad access to it. COLLAGE

facilitates undergraduate research in immigration studies, provides public access to primary sources for K-12 education and for ethnic community organizations, and encourages the continued documentation and preservation of the immigrant experience.

Support for COLLAGE comes from two grants. The first, from the University of Minnesota College of Liberal Arts Infotech Fees Committee, enabled the Center to begin the project. The second, a recent \$250,000 award from the National Park Service's heritage preservation program "Save America's Treasures," will allow the project to expand over the next several years. This provides that as more materials are selected, from the IHRC's archives and other collections, and user interests are defined, the number of images available online will increase.

The Digital Collection Unit of the University of Minnesota Libraries is digitizing the images and providing the online support. The IHRC's COLLAGE is a partner in the campus-wide IMAGES initiative to produce high quality, standardized digital images and to promote their discovery:
<http://digital.lib.umn.edu>.

Founded in 1965, the IHRC is an international resource on American immigration and ethnic history. The IHRC collects, preserves, and makes available archival and published resources documenting immigration and ethnicity. The Center also produces a wide array of programs and publications aimed at fostering greater understanding of the immigrant experience. For more information about the IHRC's online project, contact:

- IHRC – COLLAGE, 311 Andersen Library,
222 21st Ave. S, Minneapolis, MN 55455-0439
- Phone: 612-624-8353
- E-mail: moore144@umn.edu
- Web: <http://www.umn.edu/ihrc/collage.htm>

■ Press release contacts: Joel Wurl, Curator, Assistant Director, 612-625-4800, wurlx001@umn.edu and Erik Moore, COLLAGE Coordinator, 612-624-8353, moore144@umn.edu. Photos and logos available upon request.

Online Access to Census Information Through the University Libraries

Nancy K. Herther and Amy West, University Libraries, <http://www.lib.umn.edu>

Recent articles based on the results of the 2000 Census have given us wonderful new data on how our country and our state is changing. This census marks a major milestone in accessibility for anyone with Internet access to this critical data.

Census Bureau moved forward

In 1890, the first keypunch cards were used to process the U.S. census. By 1950, UNIVAC I, the first non-military mainframe computer was used to count the American population. The 1990 Census was the first to be distributed electronically to the general public through the Federal Depository Libraries, which are spread across the United States. Here the University Libraries established what was then called the Machine Readable Data Center to provide state-of-the-art access to census data for researchers on campus and across the region.

The 2000 Census was the first fully computerized census — from collecting data to releasing the final results on the Internet. The Internet now gives anyone in the world, with Internet access, the tools they need to construct a digital picture of America down to any one of seven million census blocks.

Where do I start?

To get you on the right path in this journey, you can begin your research at the Government Publications Library Website: <http://govpubs.lib.umn.edu/census/index.phtml>.

This site is *your* portal to the world of census information from the U.S. or elsewhere, current or older information.

From it you can link to:

- Data — a table of local data providers: <http://govpubs.lib.umn.edu/census/2000data.phtml>.

- Help and Tutorials — cover the various data products and basic concepts: <http://govpubs.lib.umn.edu/census/2000help.phtml>.
- Demographic Profiles for Minnesota — provide summary descriptions of the state down to individual cities in an easily-printed format: <http://govpubs.lib.umn.edu/census/profile.phtml>.

You can also start with the Census Bureau's portal.

- Census 2000 — Your Gateway to Census 2000: <http://www.census.gov/main/www/cen2000.html>.

The site includes a calendar of release dates for additional data, a directory of regional and local sources for Census 2000, information on how the Census was taken, and links to online data.

From the Government Publications Library Website you can also link to sites from other countries for their census information.

Other key resources

Other freely available key resources include those listed here.

- American Factfinder
 - <http://factfinder.census.gov/servlet/BasicFactsServlet>.

User-friendly access to census data, this Website allows users to create tables, reports, and maps with information down to the census block level.

Data Sets can be used for complete subject and geographic coverage. The Basic Facts section gives you a quick look at the most used data. You can also search by keyword or place name to locate data and maps. The Reference Maps section has census tract and block numbers and Thematic Maps gives graphical representations of data.

Because of the sheer volume of information in American FactFinder, you may wish to consult the American FactFinder Key; the Key is an easy way to find out what is in American FactFinder before you start using it: <http://govpubs.lib.umn.edu/census/affgrid.phtml>.

- AmeriStat
■ <http://www.ameristat.org/>

Created by the Population Reference Bureau at the University of Michigan, this site covers U.S. population issues, trends, and statistics in graphics and text. Topics include Marriage and Family, Population Estimates and Projections, Education, Race and Ethnicity, Income and Poverty, Migration, Foreign-Born Population, Children, Older Population, Political Arithmetic, Fertility, Labor Force and Employment, and Mortality.

- CensusScope
■ <http://www.censusscope.org/>

“CensusScope is an easy-to-use tool for investigating U.S. demographic trends, brought to you by the Social Science Data Analysis Network (SSDAN) at the University of Michigan. With eye-catching graphics and exportable trend data, CensusScope is designed for generalists and specialists.”

- Datanet
■ <http://www.mnplan.state.mn.us/datanetweb/>

Datanet is an online system consisting of summarized statistical information designed to serve Minnesota’s governments, businesses, schools, nonprofit agencies, and citizens. The system contains statistics about social, economic, and demographic conditions in Minnesota.

- Government Redistricting Websites
■ <http://www.lib.purdue.edu/govdocs/redistricting.html>

One result of the decennial population census is Congressional redistricting in every state. This is a collection of links to individual state redistricting information, as well as the U.S. Census Bureau and National Conference of State Legislatures sites.

- Mapping Census 2000:
The Geography of U.S. Diversity
■ <http://www.census.gov/population/www/cen2000/atlas.html>

“Each page features county-level detail for the 50 states, the District of Columbia, and Puerto Rico. Each page also includes a small state-level map for a simplified view of the population theme. Use of this source limits the report themes to total population, race and ethnicity, and population under age 18....”

- United States Census 2000: Geographic Changes for Census 2000 + Glossary
■ <http://www.census.gov/geo/www/tiger/glossary.html>

Information and a handy glossary on the “changes related to the geographic entities for which Census 2000 provides data.”



Need more help or information?

The best place to start is with the friendly staff of the Government Publications Library, located on the basement level of Wilson Library. You can contact them:

- in person at 612-624-5073
- by e-mail at govref@tc.umn.edu
- or feel free to stop in any of our library locations on campus for assistance.

■ Communications about this column should be addressed to: Nancy K. Herther, Social Sciences Bibliographer, 170b Wilson Library, West Bank; 612-624-2020, n-hert@umn.edu.

New Resources From the Libraries

<http://www.lib.umn.edu>

These new resources are now available through LUMINA in all the Twin Cities University Libraries and remotely to student, staff, and faculty of the Twin Cities Campus. They are also cataloged in MNCAT.

German Reference Database from Xipolis.net

The Libraries recently acquired Internet access to the full-text of most current editions of 18 standard German-language reference works, including Brockhaus Enzyklopädie, Film-Dienst-Lexikon, Fischer Weltalmanach, Großer DUDEN, Großes Fremdwörterbuch, Kindler's Neues Literaturlexikon and other scientific and technical reference works. The database covers the current edition of each resource.

German Reference Database is searchable by topic or keyword, and you can search all titles or select a specific resource to explore. For more details, check out this URL: <http://www.lib.umn.edu/reference/encyc.phtml#xip>.

New database: the History E-Book Project

On September 1, 2002, the American Society of Learned Societies (ACLS) History E-Book Project launched on its Website over 500 books of high quality in the field of history. These are works of major importance to historical studies, books that remain vital to both scholars and advanced students, and are frequently cited in the literature.

After this initial launch, the History E-Book project will add approximately 250 books annually to the collection, as well as publish 85 completely new electronic titles that have the potential to use new technologies to communicate the results of scholarship in new ways.

To access this wonderful collection, go to this URL: <http://www.lib.umn.edu/books/etext.phtml#hep>.

Hein-Online: E-journals

Hein-Online is a comprehensive, image-based collection of 260 legal periodicals and other legal collections. (Federal Register, U.S. Reports, and other legal classics coming soon). This fully-searchable online database is designed for easy access even by novice users. The development of *Hein-OnLine* is a collaborative project of the William S. Hein Co., Inc., Cornell Information Technologies and the Cornell University Law Library.

Wall Street Journal

Contains the full-text Wall Street Journal newspaper, 1984 to the present, which has extensive coverage of stock markets, finance, investments, and business-oriented news.

CAJ: China Academic Journals Database

The China Academic Journal Database (CAJ) is a part of China National Knowledge Infrastructure (CNKI) launched in 1998. The CAJ updates daily. The goal of CAJ (to digitize over 18 million full text articles from 5800 journals) is supposed to complete the retrospective project by the end of 2002. CAJ has nine files covering Humanities and Social Sciences, Science and Technology, Politics and Law, Medicine and Health Science, and Agriculture.

The East Asian Library purchased the back file of **Literature/History/Philosophy** from 1994 to 2002 and subscribed to the database starting with January 2003.

Education Full Text

Education Full Text, from HW Wilson, offers full-text access to about half of the 500+ education journals indexed in Education Abstracts. While indexing began in 1983, abstracts were added starting in 1994. Full-text coverage began in January 1996 for selected journals. For comprehensive research on education topics, both ERIC and Education Full Text should be

How much do you know about our country? Our State?

1. What is the current population of the U.S. aged 16 years and over?

- a. 199,843,880
- b. 217,168,077
- c. 279,452,807
- d. 331,609,638

2. Are there more men or women in Minnesota?

- a. women
- b. men

3. In commuting to work, what percentage of people in the U.S. drive alone in a car, truck, or van?

- a. 43.8%
- b. 52.5%
- c. 67.9%
- d. 75.7%

4. For 'occupation,' what percentage of U.S. respondents listed "management, professional, and related occupations?"

- a. 22.6%
- b. 27.4%
- c. 31.2%
- d. 33.6%

5. For class or category of workers, what percentage of the total U.S. respondents are government workers?

- a. 11.3%
- b. 14.6%
- c. 18.9%
- d. 22.7%

6. What was the U.S. Median household income in 1999?

- a. \$39,004
- b. \$41,994
- c. \$46,390
- d. \$49,294

7. What is the percentage of American families with related-children under 5-years-old living below poverty level in 1999?

- a. 13.4%
- b. 17%
- c. 23%
- d. 26.7%

8. What is the total population of Minnesota from the 2000 census?

- a. 3,879,954
- b. 4,262,843
- c. 4,919,479
- d. 5,480,306

9. In Minnesota, what percentage of the population lives in "owner-occupied housing units?"

- a. 59.8%
- b. 74.6%
- c. 83.2%
- d. 87.9%

10. In order by size, what are the four largest racial/ethnic groups in Minnesota?

- a. American Indian and Alaska Native
- b. Asian
- c. Black or African American
- d. Some other race
- e. Hispanic or Latino of any race
- f. Native Hawaiian and other Pacific Islander
- g. Two or more races ■

- searched as each includes unique
- resources. The scope is limited to
- English language periodicals and
- yearbooks.

Art Full Text

- Produced by the HW Wilson
- Company, Art Full Text is a biblio-
- graphic database that indexes and
- abstracts articles from periodicals
- published throughout the world.
- Full-text coverage for selected
- periodicals is also included. Periodi-
- cal coverage includes English-
- language periodicals, yearbooks,
- and museum bulletins, as well as
- periodicals published in French,
- Italian, German, Japanese, Spanish,
- Dutch, and Swedish.

- In addition to articles, Art Full Text
- indexes reproductions of works of
- art that appear in indexed periodi-
- cals. Indexing coverage begins in
- 1984; abstracting coverage begins
- with January 1994. The abstracts
- range from 50 to 300 words and
- describe the content and scope of
- the source articles. Full-text cover-
- age begins in 1997.

- Searching on **american indian** *
- I retrieved 2,246 records. Art Full
- Text is an interesting database with
- broad applications here on campus.
- Give it a good look!

Berkeley Electronic Press Journals

- <http://ej.lib.umn.edu/?url=http://www.bepress.com/alljournals.html>

- The Berkeley Electronic Press was
- "founded by academics to address
- the inefficiencies that characterize
- the current scholarly publishing
- model. It is our core belief that
- mechanisms can be developed to
- streamline the publication process,

creating tangible benefits for authors, editors, readers, and libraries.”

Berkeley Electronic Press promotes the following goals:

“Scholar-led innovations in publishing | Alternative production and dissemination of scholarship | Reduction in costs of, and barriers to, access | New electronic journals in under-served and emerging disciplines | Comprehensive repositories promoting “one-stop shopping” for researchers”

What’s the big deal? This is an innovative effort by academics to regain control of scholarly communication. For background information on this, check out one of these articles:

- “Economics Faculty Create Change” by Marcus Kielyka, Reference Librarian, Auburn University Library, *ARL Bimonthly Report* 215, April 2001 at <http://www.arl.org/newsltr/215/economics.html>
- “bepress.com Introduces Innovative Scholarly Publishing Model:CEO Robert Cooter hopes The Berkeley Electronic Press will set a new standard” by Paula J. Hane, *Information Today*, March 2001 at <http://www.infotoday.com/it/mar01/hane.htm>

Subjects covered include: Economic Analysis & Policy, Macroeconomics, Theoretical Economics, Global Jurist, and Legal Scholarship.

■ Nancy K. Herther,
University Libraries

Answers

How much do you know about our country? Our State?

1. b. _____ 217,168,077
Total U.S. population is 217,168,077 in census reports. However, the pop clock on the Census Bureau Web page currently lists the U.S. population as 288,666,220: <http://www.census.gov>.
2. a. _____ females
There are more females. Females represent 50.5% (2,483,848) while males number 2,435,631 or 49.5%.
3. d. _____ 75.7%
Percentage of people driving by themselves to work each day is 75.7% or 97,102,050.
4. d. _____ 33.6%
33.6% listed ‘management, professional, and related occupations’ or 43,646,731; this was the largest single category in this section.
5. b. _____ 14.6%
“Government workers” accounted for 14.6% or 18,923,353.


(Private wage and salary workers numbered 101,794,361 or were 78.5% .)
6. b. _____ \$ 41,994
The U.S. Median household income (dollars) in 1999 was \$41,994.
7. b. _____ 17%
The percentage of American families with related-children under 5-years-old living below poverty level in 1999 was 17%.
8. c. _____ 4,919,479
The total population of Minnesota from the 2000 census was 4,919,479 people.
9. b. _____ 74.6%
The percentage of Minnesota’s population that live in “owner-occupied housing units” is 74.6% or 1,412,865 people.
10. _____ 4 largest
In order by size, the four largest racial/ethnic groups in Minnesota are:
 1. White (4,400,282)
 2. Black or African American (171,731)
 3. Hispanic or Latino of any race (143,382)
 4. Asian (141,968)

Then follows:

- two or more races (82,742)
- some other race (65,810)
- American Indian and Alaska Native (54,967)
- and Native Hawaiian and other Pacific Islander (1,979)



Love Your Job



I am jealous of successful artists and musicians because they enjoy what they do. Not everyone is so lucky to really love their jobs. It is true, however, that not all talented artists and musicians make it to the top; only a relatively few ever make it to a level where they are financially successful. Most artists and musicians struggle to make a living. Yet because they so love what they are doing, they will gladly do whatever it takes to support themselves so that they can do what they love.

For most of us, since we have full-time jobs, we have the opposite problem. We don't have to struggle to make a living, but we also don't enjoy what we are doing. Our work day drags on, and we find ourselves watching the clock waiting for the time when we can leave. Our struggle is not so much with making a living like it is for the artist or the musician; instead it's with learning to love our jobs.

How much richer our lives would be if we could find ways to love our jobs. As employees we need to think about this; how can we make our jobs more meaningful and enjoyable. Sometimes as managers we, too, need to consider how we can make our employees' jobs more interesting and fulfilling.

So how can we help our employees love their jobs? I think the most direct way is to give them something to achieve. Give your employees work that will challenge them.

We all love to have a finished product. We love the sweetness of crossing the finish line. All employees need something to achieve. Just like a musician has a song or an artist has a painting to show for their efforts, your employees need to see that they are accomplishing something.

As managers we need to provide our employees with opportunities to achieve something meaningful. Give your employees work that will challenge them and then help them to cross the finish line. It's important that we help our employees to succeed at reaching their goal, and then let them have all the credit for the accomplishment.

Once they have experienced the sweetness of achieving a challenging goal, they will be more willing to take on the next challenging project. They will realize that they can do more than maybe they thought they could. The result will be that they will be happier in their jobs, and your group will be successful.

Help your employees to love their jobs and watch their skills and abilities increase. They will become more productive, and your group will rise to a new level of accomplishment.

■ Shih-Pau Yen, Academic and Distributed Computing Services and Network and Telecommunications Services

(The views expressed in this column are the personal opinion of the author and not the official view of the Office of Information Technology.)

Looking back to 1993: The role of the laptop in expanding personal productivity.

Excerpts

From Rick Heydinger's article in the University's January, 1993 Computer and Information Services Newsletter.

1993: Rick Heydinger, Alliance for Higher Ed., Sr. Fellow, Educational Policy and Administration

When you're a sole entrepreneur, as most faculty and staff are, it's essential to find ways to multiply your own productivity. Delegating work and adding staff is not an option.

I have been a user of computing since 1965, running number crunching programs written in FORTRAN, using spreadsheets... using word processing... Yet it is only with the purchase of a state-of-the-art laptop ten months ago that all the developments in computing and telecommunications had a dramatic impact on the way I conduct my work and my personal productivity.

Why did this machine have such a dramatic impact on the way I function? An essential characteristic is its functionality. For the first time I had a portable machine that combined speed with storage capacity. Any task that I could perform on our office machine I could now perform on the laptop.

Coupling portability with this level of computing power had led to the change in the way I function. A recent example illustrates the point. As I boarded a plane for New

For the first time I had a portable machine that combined speed with storage capacity.

York city, I called my voice mail at the University of Minnesota and received an urgent request from a coauthor that he needed a modified version of the displays we were using in one of our papers.

While on the airplane, I modified the displays, wrote him a cover letter using U of M letterhead and pasting his name, address and fax number into the letter from the database [on my laptop], and then faxed these documents to him from my hotel room using the laptop. My co-author was the first one to ever see hardcopy of this material.

If you want to read more, the entire article is on the newsletter's Website along with the other articles from this January, 2003 issue. ■

Also in 1993

- Mosaic takes the Internet by storm; WWW proliferates at a 341,634% annual growth rate of service traffic.
- U.S. White House and United Nations go on-line; businesses and media begin taking notice of the Internet.
- U.S. National Information Infrastructure Act <http://www.ed.gov/databases/ERIC_Digests/ed368324.html>.
- Worms of a new kind find their way around the Net joined by Spiders, Wanderers, Crawlers, and Snakes.

■ Source for also in 1993: <http://www.zakon.org/robert/internet/timeline/>

■ Hobbes' Internet Timeline Copyright © 1993–2002 by Robert H Zakon. Permission is granted for use of this document in whole or in part for non-commercial purposes as long as this Copyright notice and a link to this document is included.

▼ Help

Phone: Area Code = 612

Computer Misuse or Abuse (also see Procedure 2.8.1.1)

- Emergency Network Help Line 625-0006
- Non-emergency, e.g., spamming: abuse@umn.edu

1-HELP •24/7 unless otherwise noted 612-301-4357

Dial 1-HELP. Listen to the voice menu list of options.

Press the number of your desired option.

- Technology Help: <http://www.umn.edu/adcs/help>

■ Passwords: new and forgotten ones

■ CCO Central systems, PeopleSoft

- by e-mail: x-help@umn.edu

■ Internet, Email, Microcomputers

- call-in Monday–Thursday • 8 am–11 pm
- call-in Friday • 8 am–5 pm
- call-in Saturday • noon–5 pm
- call-in Sunday • 5 pm–11 pm

- walk-in 8 am–5 pm, M–F:

152 Shepherd Labs; 93 Blegen Hall; 50 Coffey Hall

- by e-mail: help@umn.edu

■ Networking and Telecommunications Services: NTS

- by e-mail: help@umn.edu

▼ Dial-in Computer Access

Internet/PPP: up to 53kps if v.90 612-627-4250
(56k K-flex, Flex56, X.2 protocols are unsupported)

▼ Quick Guide

Modem Usage (current activity on your account)

<http://www.nts.umn.edu/services/modemusage.html>

Internet/Email account management

<http://www.umn.edu/validate>

MNCAT/LUMINA (Library) – <http://www.lib.umn.edu>

Office of Information Technology

<http://www.umn.edu/oit>

One Stop Services – <http://onestop.umn.edu>

Techmart – <http://www.techmart.umn.edu>

Technology Training Center

<http://www.umn.edu/adcs/info/training.html>

UM News Servers – news.tc.umn.edu, news.umn.edu

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Threats, UM Police Department 911 on campus

- off campus 624-3550

Computer Accommodation Program – voice/tty... 626-0365

U Computer Services/Computer Repair Serv 624-4800

Statistical Software Support:

- including SAS and SPSS 624-3330

Associate Vice President and

Chief Information Officer, Steve Cawley 612-625-8855

Newsletter subscription information and archives at <http://www.umn.edu/oit/newsletter>

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Rec# label trivia for Twin Cities campus addresses: 1st # is Rec#, 2nd # is the Campus Mail delivery code, <http://umn.edu/lookup>

Jan.2003 [pantone295,1205] PDF2

Add

Delete/Cancel *

Change Name *

Change Address *

Change Other *

* If you cancel or change a campus address, please tell us the Rec#. Tear off the end page and send the entire mailing label to us. Or send email to: oitns1tr@umn.edu

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