UNIVERSITY OF MINNESOTA

Office of Information Technology

Information Technology

Newsletter

PeopleSoft System Down: February 14–24, 2003

Upgrade on schedule and going well

The PeopleSoft enterprise system will be down from close of business Friday, February 14 to Monday morning, February 24 while the Upgrade Team moves PeopleSoft Version 8 from the test environment into production. Users will not be able to transact business on the system, except to view existing records.

Web self-service functions will be limited to selected "View only" applications, but no self-service to update/change information will be available. "View only" access to Version 7.6 will be available to authorized users to view data entered up to the time the system shutdown. There will also be limited access to Data Warehouse and UM Reports (see sidebar on next page).

Users will not be able to transact business on the system, except to view existing records.

Team leads' experience with the system helps

Kristeen Anderson, Office of Enrolled Student Services Team Lead and a veteran of two PeopleSoft upgrades, said. "After working with the system for four years, there's not much that surprises us anymore. We're very happy about that." Human Resources Management System Director, Miriam Ward, said the recent parallel test of the payroll and benefits system comparing Version 7.6 and Version 8 payroll results was an extraordinary success. "We are confident about moving forward to Version 8 payroll."

Next TEL seminars noon–1:30 pm 165 Peik Hall

Feb. 19 ● Marte Hvam Hul is developing a new 4-semester Norwegian language course. She is integrating traditional instructional materials with visual images, video and audio files, and interactive exercises and delivering them on a CD. To create an online community, she also is using WebCT software...

March 5 ● Dawn Gilpin, Robert Adams are testing the viability of using streaming media to integrate the theoretical and applied architectural knowledge students explore in a course and a studio design project in Mexico City and its environs. They planned to use on a Web site streaming video and audio recordings sampled…

More info at ● dmc.umn.edu/services /seminar-series.shtml

Upgrade Manager Steve Gudvangen said the true test of the system is when it goes live and users begin to transact business. "We expect to find some bugs that escaped our testing, and we'll fix them ASAP."

Next step: develop an operational policy

Part of the Upgrade Team's mission is to develop a policy to govern the system's operation into the future. This means making decisions on a variety of issues: How many minutes will an on-line job be allowed to run; what time should batch jobs begin; what's the protocol for emergencies; how to prioritize work requests. Since Version 8 is a web-based system some of the issues are different than before. The team is working on the policy now and will initiate it in March.

More information on the version 8 Website

The Version 8 website has been updated and new information about recommended hardware and software, secured access, and remote access have been added. The site is at http://www.onestop.umn.edu/PeopleSoft8/.

Questions? Send e-mail to PSV8QandA@umn.edu.
■ Jude Poseley

▼ Data Warehouse and UM Reports

will also be available for use during the upgrade. However, during the week of February 17 there will be no PS related table /data/report updates.

The non-PS related subject areas will be refreshed on their normal schedule. PS 8.0 data will be available in tables and reports beginning Wednesday, February 26.

For the most current information about the availability of the Data Warehouse and UM Reports during the upgrade, check the message boards at http://dw.umn.edu and http://www.umreports.umn.edu.

Did You Know?

Updates from the Digitial Media Center

▼ Due 02/17/03: DMC Faculty Fellowship proposals

Twin Cities campus faculty and professional and academic staff members again may apply for 25-50% release time for 1-2 semesters or a full year to research instructional technology topics, design instructional technology projects, and share their findings.

For details see the Digital Media Center Website: http://dmc.umn.edu /fellowship/fellowship.shtml.

▼ Due 02/24/03: TEL Grant Program proposals

This semester, University faculty members may apply for TEL (Technology Enhanced Learning) grants to develop, implement, and evaluate instructional technology projects.

A call for proposals and application forms are available at http://dmc.umn.edu/grants /grants.shtml.

▼ Next TA Web Certification program

Through this program, teaching assistants (TAs) learn to integrate technology into courses and to produce course Websites in a 30-hour series of courses taught over 4 weeks.

The next two series begin February 18 and April 2. For details see: http://dmc.umn.edu/ta-web.shtml.

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A Major Research Tool For You?
● The ● World ● Wide ● Web

Nancy K. Herther, University Libraries, http://www.lib.umn.edu

Is it reliable?

Recently the Pew Internet & American Life Project released the results of a survey which found that people today expect that the information they find on the Web is, in fact, true and reliable. In the study, 80 percent of respondents who identified themselves as online users expected to find reliable information about news, health care, ecommerce, and government on the Web.

Many said they would turn to the Web first for information when they have a need. The study is available here: http://www.pewinternet.org/reports /toc.asp?Report=80

Is it comprehensive?

The American public isn't alone. In September, 2002, Secretary of State Colin Powell, in addressing the President's Council of Advisers on Science and Technology, stated that: "I no longer have any encyclopedias, any dictionaries, or any reference materials anywhere in my office, whatsoever; I don't need them. I've stopped using all reference materials because you don't need it. All you need is a search engine." (You can read the full speech here: http://www.state.gov /secretary/rm/2002/13826.htm)

PEW survey

In a September, 2001 Pew Internet Survey on education and the Internet, 94 percent of the youth (ages 12-17) surveyed who have Internet access said they use the Internet for school research; and 78 percent said they believe the Internet helps them with schoolwork. Of online teens, 71 percent said that they used the Internet as the major source for their most recent major school project or report. The survey is available here: http://www.pewinternet.org/reports/pdfs /PIP_Schools_Report.pdf

Is this figure accurate for college students today as well? Do students have a good understanding of this new resource and its potential and its limitations?

The Web is reality today and trying to make our use of it more effective and efficient is an important goal for the Libraries.

Many paths lead to the answer

For most questions that we have, there are many different ways to get the answers you need. Today's Internet search engines certainly offer far greater flexibility and responsiveness than in the past.

If you haven't taken a look at some of the most common, familiar search engines, here is a quick list:

- **All the Web** (formerly called FastSearch): http://www.alltheweb.com/
- **AltaVista**: http://www.altavista.com/
- **Ask Jeeves**: http://www.ask.com/
- **Google**: http://www.google.com/
- **HotBot**: http://hotbot.lycos.com/
- **MSN Search**: http://search.msn.com/
- **SurfWax**: http://www.surfwax.com/
- **Vivisimo**: http://vivisimo.com/

Any of these search engines will give you lots of results; they do not effectively 'filter' information sites for content or value. In fact, for a fee, some will place sites higher on their result lists.

If you need quality versus quantity or filtering of results, you must check out a directory of some type. Here in the University Libraries we have developed links to thousands of Websites through our Web page, which is what makes our Website an excellent place to start your research: http://www.lib.umn.edu

What doesn't work?

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Earlier this school year a student came to me who needed information on immigration. She had begun her research by doing a Google search and going through the first 100 pages of the over 7 million hits that resulted from her search. Not a good strategy.

In her case, a quick check of MNCAT and some of the indexes from *ArticlesAnd More* (found on our LU-MINA home page at www.lib.umn.edu) gave her what she needed in under ten minutes.

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A graduate student recently shared his Internet search strategy with me. He never relies on the first five pages of results, due to the ability of site owners to potentially pay for placement on the hit lists.

So when doing his research, he starts out on the sixth page each time. Also, not a good strategy. Even if someone pays for placement, the information contained on the site might be the best available; and with that stratagem you've lost it.

What does work?

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Some of today's search engines work with questions asked in plain English, such as:

> Where can I find information on earthworms? Who was Tecumseh? Tell me about Etruscan culture.

▼

Try your own in Google or Ask Jeeves. Some will also provide suggestions in case your spelling of terms is not accurate.

Vivisimo returns results clustered in order to help you determine which sites might best cover your topic. Putting in a complex term, such as information overload or biological computing, returns a clustered listing of potential entries of interest.

Alltheweb, AltaVista, and Goggle have news sections, which allow for a quick way to look up information on current events.

Try some of the search engines listed above. If you haven't used them, you may find one here that will make your searching easier and faster than you thought possible.

Number of unique Websites

The number of Websites, adjusted to account for sites duplicated at multiple IP addresses.

> 1998: 2,636,000
>
> 1999: 4,662,000
>
> 2000: 7,128,000
>
> 2001: 8,443,000
>
> 2002: 8,712,000

Source:
• OCLC Web Characterization Project
• http://wcp.oclc.org/

Growth in Websites by type

Unique Websites are assigned to one of three categories.

1. Public: site provides free, unrestricted access to all or at least a significant portion of its content.

2. Private: the site's content is intended for a restricted audience; restriction can be explicit (e.g., fee payment or authorization) or implicit (obvious from nature of content).

3. Provisional: site is in transitory or unfinished state (e.g., "under construction"), and/or offers content that is, from a general perspective, meaningless or trivial.

Let the experts lead the way

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There are some excellent search engines that provide classified, filtered lists of Websites — prequalified, as it were — to help you quickly identify useful Websites. Here is a brief list of some you may wish to bookmark:

- **Bartleby**: http://bartleby.com

- **Internet Public Library**: http://www.ipl.org /ref/RR/static/ref00.00.00.html

- **Librarians' Index to the Internet**: http://lii.org

- **Scout Report**: http://www.scout.cs.wisc.edu /report/sr/current/

▼

For help in identifying specialized search engines or databases, check out our Libraries' Web page (www.lib.umn.edu) or one of these sites:

- **InvisibleWeb**: http://www.invisible-web.net/

- **Librarians' Index to the Internet**: http://lii.org

- **SearchAbility**: http://searchability.com/

Some quick questions to help you as you get started

Before you go out on the Web, take a few moments to think through what you need; what you already know; and where you should probably go first.

- *What exactly do you need to know?*
  What is your topic? What do you need to know about it? Do you need current information? Examples? Analysis?

- *What do you need to get from your search?*
  Do you need statistical charts? Data? Case studies? Background information? Maps or other primary sources?

- *Who would have this information?*
  If you need a research report, who might do this type of research? If you need policy perspectives, might a governmental agency have the information?

- *How much time can you give to this type of research?*
  You can easily waste hours on the Web. If your time is limited, set specific limits. If you get stuck, reassess your strategy or check with an expert.

Table 1: Websites by Type

	Year									
Type	**1998**		**1999**		**2000**		**2001**		**2002**	
	#	%	#	%	#	%	#	%	#	%
Public	1,457,000	55	2,229,000	48	2,942,000	41	3,119,000	37	3,080,000	35
Private	315,000	12	790,000	17	1,494,000	21	2,078,000	25	2,489,000	29
Provisional	864,000	33	1,643,000	35	2,692,000	38	3,246,000	38	3,143,000	36

Source
- OCLC Web Characterization Project
- http://wcp.oclc.org/

How do you evaluate Websites for qualify of information?

This very important issue can be a difficult task today. Here are a few Websites that provide good information on evaluating Websites for quality:

- "Thinking Critically about World Wide Web Resources" from the UCLA Library: http://www.library.ucla.edu/libraries /college/help/critical/index.htm

- "Evaluating Web Resources" from Widener University: http://www2.widener.edu/Wolfgram-Memorial-Library/webevaluation/webeval.htm

- "Evaluating Sources: Tips for evaluating books, articles, and web sites" from the University of Minnesota Libraries: http://tutorial.lib.umn.edu /infomachine.asp?moduleID=9&lessonID=46

How do you cite a Website in your paper?

This is another good question and an important issue as you prepare to report on your work. For information and advice, check out this page from the Libraries' Website tutorial on "Citing Sources": http://tutorial.lib.umn.edu /infomachine.asp?moduleID=10

The best piece of advice

Recent studies have shown that many people rely on Internet-based information for medical information or business/company analysis. A November, 2000 Pew Internet Survey on health and the Internet found that:

- 52 million American adults, or 55% of those with Internet access, have used the Web to get health or medical information

- 10% had purchased medicine or vitamins online

- 10% had described a medical condition or problem in order to get advice from an online doctor

- 21% had provided their e-mail address to a health Website

- 17% had provided their name or other personal information

- 80% of responders reported it was important to them that they be anonymous in these interactions

The study is available online in PDF format: http://www.pewinternet.org/reports /pdfs/PIP_Health_Report.pdf

What's the best way to start your research?

Check with the experts. The University Libraries have specialists available at all of our reference desks that spend many hours each day doing Web-based research for our clients. If you need some advice or want to save some time, this is your best bet.

A wild, unregulated frontier

The Internet is here and will be here in the future. It remains a wild and unregulated frontier. A major survey by the Markle Foundation released in July, 2001 found that most people saw the internet as a 'library.'

This is troubling to many librarians because users often seem unaware of where exactly they are on the Internet. For example, are they in one of the Libraries' online databases or full-text resources or in a full-text document of some company or advocacy group? This may not be a problem; or it may be a major problem. If you want information on abortion, what you get from abortion rights groups will vary greatly from pro-life groups. Who do you believe? Are you aware of potential biases?

The Markle survey is called *Toward a Framework for Internet Accountability* and is available in pdf format at: http://www.markle.org/news /AccountabilityForewordExecutive&Intro.pdf

Be safe. Be sure. Be careful.

If you need advice or help with the Internet or any other aspect of your research work, feel free to contact any member of the Libraries' staff. We are here to serve!

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.

Tight Times for Service Providers

The University is typically one and a half to two years behind industry. Industry has been dealing with tight times for some time, and now it's reaching the University.

My experience has been that every ten years or so we experience this kind of budget crunch. I saw it in the 80's and the 90's. Now I'm seeing it again. Every time it happens people find ways to deal with it, and eventually it passes.

In tight times the first response by most managers is to start cutting programs and people. Or if we don't do that, we become micro-managers. We shift our focus from delivering quality services to saving nickels and dimes. In an attempt to control spending we create more bureaucracy and end up spending $100 to say "no" to a $10 expense. If we had effective management, we would have known that that was not a legitimate expense; we wouldn't need to send it through several levels of approval before it was denied. This creates more waste than it saves; and it's not effective management.

I've been through this before. Let me share a couple of suggestions, based on my experience, about how we should respond in these tight times.

First, as managers we need to look at ourselves. Are we providing effective management? Are we spending resources for the right reasons? Or are we responding to peer pressure or to save face? Is the time we're spending in meeting after meeting being used to build barriers and play politics? Or are we using that time to remove the barriers and to build bridges? Are we providing the right direction for our organizations?

Next we must rethink our process. We don't need to stop what we are doing; we need to rethink how we are doing it. How can we be more effective and efficient? How can we streamline? How can we reduce waste? One way to reduce waste is to limit meetings and get rid of the bureaucracy and politics so that we can move our projects forward without costly delays.

Finally, we must look at these difficult times as an opportunity to do more. While others are cutting back and eliminating services, we need to think about what more we can do and how we can do it better than anyone else. If we can do it better and more effectively than anyone else, then we should grab the opportunity and bring in that extra income.

The key is not to use tight times as an opportunity to say "stop," "don't," or "no" and to avoid getting caught up in counting nickels and dimes. Instead we must use this time as an opportunity to examine our organizations and to eliminate waste.

Keep your focus on providing great services and aggressively grab opportunities to provide even more and better services.

■   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.)

▼ 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 subsciption information and archives at http://www.umn.edu/oit/newsletter

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

Feb.2003 [pantone295,1205]

- ☐ 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: oitnsltr@umn.edu