A one day conference for senior managers in Post 16/Higher Education, jointly hosted by the University of Nottingham and JISC.

Increasingly institutions are coming to realise the need to provide an integrated gateway through to disparate services and content. Web sites have become difficult to maintain, with out of date material, and struggle to serve the needs of the many classes of user: student, staff, alumni, visitor, applicant etc.

Many institutions having adopted a 'best of breed' strategy will have purchased systems from a variety of vendors. Thus the finance system, student records, timetabling, library, virtual learning environment and content management system will have issues of compatibility not only at the backend in sharing data, but also in the interface they present to the user.

Portals promise the capability to allow for personalised views onto an institution, based on what is known about the user, and incorporating their own preferences. They present a seamless interface, which allows for diversity in the underlying systems and services, but prevents confusion. They can dramatically improve information flows, and act as a personal information manager, where the news items, announcements or appointments that are important for the user are shown in a single space, without being drowned in material that is for a more general audience.

This conference presents an opportunity for institutions to share their experience and expectations in adopting portals. Although there will be an exhibition space for portal vendors and solution providers, the emphasis is on the institution, and technology will be kept to a minimum. No two institutions have the same combination of MIS systems, authentication methods, database and server configurations, but all institutions will find they have several parts in common, and will be seeking similar solutions. This conference is a good opportunity to create a basis for collaboration.

Anyone considering implementing an institutional portal will find that their stakeholder analysis will reveal interest from many areas that may not have worked in close collaboration beforehand. Any of the following will find the day stimulating, without being technical: VC's, PVC's with responsibility for eLearning, Information Services or Student Affairs, Registrars, Managers of Information Services, Teaching Enhancement units, Data systems, Librarians, Student Affairs, Student Union Representatives.

http://www.nottingham.ac.uk/portals2002/index.htm
<table>
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| 08.45 | **Registration:**  
This will take place in the foyer of the Conference Centre.  
Coffee and refreshments will be available |
| 09.30 | **Morning Session:** chaired by Professor Pamela Gillies, PVC with  
responsibility for e-knowledge, University of Nottingham  
Welcome  
Sir Colin Campbell  
Vice Chancellor, University of Nottingham |
| 09.45 | **Keynote:**  
**An eStrategy for Universities and Colleges**  
Richard Spencer  
Executive Director, e-Business, University of British Columbia |
| 10.30 | 'Portals and the JISC Information Environment Strategy'  
Chris Awre  
JISC Programme Manager for Portals |
| 11.00 | **Coffee/Exhibition** |
| 11.30 | **Parallel Session: Case Studies** |
| 11.30 | 'COMPASS: Building online support for an integrated community'  
Karen Stanton, Director of Information Services  
University of Nottingham |
| 11.30 | 'Avoiding Portal Wars'  
Paul Browning  
Information Strategy  
Co-ordinator,  
University of Bristol |
| 12.15 | 'The University of Hull Portal and Process'  
Ian Dolphin, Head of Interactive Media, Academic Services &  
Robert Sherratt, Development Manager Interactive Media,  
Academic Services  
University of Hull |
| 12.15 | 'Pilgrim's Progress : The University of Plymouth Student Portal'  
Bob Sharpe, Director, Information & Learning Services &  
Geoff Bouch, Assistant Head, ICS  
University of Plymouth |
<table>
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<tr>
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<tr>
<td>12.45</td>
<td>Lunch</td>
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<tr>
<td>13.30</td>
<td><strong>Afternoon Session:</strong> chaired by Stephen Pinfield, Assistant Director of Information Services, University of Nottingham</td>
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|       | *Why You Need an Enterprise E-Strategy, Not Just a Portal*  
Jack McCredie  
Associate Vice Chancellor, information Technology & Chief Information Officer, University of California at Berkeley |
| 14.15 | **Parallel Session: Case Studies**           |
| 14.15 | *LSE For You*  
Chris Cobb  
Head of MIS  
London School of Economics  
*My Caledonian: More than just a gateway to information*  
Pat McKay  
Information Manager  
Glasgow Caledonian University |
| 15.00 | *Paisley's portal production process*  
Tony Shaw  
Director of Network & Information Systems Management  
University of Paisley  
*Portals - the information and learning nexus*  
Richard Massey  
Development Group Manager, C&IT Services  
Nottingham Trent University |
| 15.35 | Coffee/Exhibition                            |
| 16.00 | Panel Discussion                             |
| 16.40 | **Closing Remarks**                         |
|       | Moving forward together in 2002              |
| 16.50 | Close                                        |
An eStrategy for Universities & Colleges

Richard Spencer

Executive Director, eBusiness
ITServices
University of British Columbia
Vancouver, BC
Canada

PORTALS 2002: An institutional imperative
The University of British Columbia

- located in Vancouver, BC, Canada
- 37,000 students
  - many on-line services, 100% web registration
- 3000 faculty and research staff
- 6000 other staff
- 25,000 uPortal users, 15,000/day
Goals of universities & colleges

- learning and development
- scholarship and discovery of knowledge
- transmission of knowledge
- community engagement

Intellectual activity is the means of production

Faculty and students are the key
Faculty and students need:

- more time
  - fewer administrative tasks
  - less time and effort on remaining tasks
- better use of time
  - tools to support learning & research
- better service and support
- improved morale

*time & tools for learning and scholarship*
Support staff need:

- less time spent on processes
  - Web self-service for customers
  - improved processes (work flow)
- tools to support customer service
  - client relationship management (CRM)
- shared information and knowledge
  - knowledge management (KM)

*more time for value added work*
Opportunity

If we use Internet and Web technologies, and radically improve our administrative processes, we can:

- cut the time to complete key university processes
- improve service
- give students, faculty and staff tools and time they can use to learn, teach and work better.
eStrategy vision

Enable a new eBusiness and eLearning environment that:

- supports the University’s strategic goals
- is simple, efficient and saves people time
- welcomes, values and respects the end-user
- is flexible, personalized, and anticipates needs
eStrategy components

- e-Business
- e-Learning
- University Networking
- Business Process Redesign

Sustaining Operations

An eStrategy
Achieving the vision

We need:

- a sense of urgency
- a guiding coalition
- a vision and strategy
- communication
- short term wins
- consolidation and more change
- empowerment to act
- support for change

“hard work and nerve” - UBC President
“revolution, not evolution” - UBC VP Academic

– J Kotter “Leading Change”
eBusiness

“ The transformation of key business processes through the use of Internet technologies.”
Paper based processes

- paper forms – in person delivery of information
- it is difficult to share information
- information is duplicated
- processes are complex and slow
- staff are responsible for processing paper
- file storage shaped our organizations

computer systems began to change this...
The Web

- browsers - a universal interface
- connect to information from anywhere

Web applications

- access processes from anywhere
- end users can enter data into systems

Web services

- loosely coupled systems
- a fully distributed systems environment

*the Web is a disruptive technology*
The old service model:

students:
- “here is our Calendar, you plan your program”
- “you must know and understand all the rules”

faculty:
- “this is too complicated for them to do”
- “if we let them do it, they will get it wrong - then we’ll have to fix it”

support staff focused on the institution
assumed they had to do all the work
"it is your responsibility...."
The new service model:

students:
- “how can we help you achieve your goals?”
- “we’ll make sure your program meets our requirements”

faculty:
- “what are you responsible for?”
- “how can we help you with these?”
- “we’ll give you the support you need”

focus on the customer’s needs
Our customers want:

- real time service anywhere, anytime
- *not* to be asked for things we already know
- the information they need, when they need it
- seamless service from multiple systems
- zero stop shopping
- our offices to disappear

*simple, helpful, self service*
*in person help if they need it*
Our processes should:

- eliminate paper forms
- keep all information on our systems
- let the owner of the information enter it
- apply any necessary rules
- eliminate unnecessary approvals
- complete in real time whenever possible
- be highly scaleable

*free staff do more value added work*
Business process redesign

Making radical improvements

- case for action
- end result
- commitment to implement
- facilitated redesign process
- decide if design will produce the end result
- if yes - implementation

*redesign first, then choose technology*
BPR: payment of student fees

Currently

- fees assessed for tuition, residence, meals, books, library fines, parking, telephone service, internet access, .....
- each fee is paid to a separate office
- credit cards are not accepted for tuition
- some departments don’t accept on-line payment
- on-line banking payment for tuition only
Re-design

Consolidated billing and payment

- use web services to allow students to see all amounts owed from a single web application
- students can choose which fees to pay, how much to pay, and payment method
- on-line payment by EFT* from any Canadian or US bank for any amount owed
- refunds and payments to students will be paid using the same EFT process

* electronic funds transfer
The role of the portal

- simple access to information & applications
- login & run from anywhere, on any platform
  - authentication, authorization and single signon
- personalization by the institution
- customization by the user
- consistent look and feel
  - a framework for presentation

make it easy for the customer
encourage identification with the institution
Services in a channel

Student Service Centre

Quick Links

- Student Services
- Registration
- Course Descriptions and Schedule
- Course Planning
- AMS Teaching Eval. Guide
- New & First Year Students
- UBC Calendar
- Advising Contacts
- Summer Drop Dates

Tuition Fees:

June Dates:

- Monday, June 3: Registration for Winter Session begins.
- Friday, June 14: last day to withdraw from most 6 credit courses starting May 6 with withdrawal standing of "W".
- Friday, June 21: last day to drop from most 3 credit courses starting June 17 without withdrawal standing of "W".

Winter Registration FYI:

A non-refundable deposit is required for most undergraduate programs. This must be paid prior to registration.

Registration questions? Phone
Linked portals
A great customer interface

- make it easy for people
- let people go back and change things
- let them track the process
- tell them when the process is complete
- integrate information and services from multiple systems
- no training required

*keep it simple and consistent*
The green bar
PRESS THE GREEN BAR
eLearning

Some observations

- we offer students more than learning
- traditional teaching models work well for many students and instructors
- these models are under stress
- traditional institutions cannot meet the worldwide need for higher education

*it is time to think about productivity*
The in person learning model

- earliest form of university learning
- enhanced by printing press, books
- proven to work over many centuries

- instructors hand craft their material
- each lecture is a new production
- student/instructor ratio measures quality

**we assume:**

*more students per teacher -> lower quality*
An eLearning vision

- reusable learning objects
- learning that adapts to learners’ needs
- alternative models for in person support
- credentials that reflect:
  - learners’ interests and goals
  - institutions’ knowledge, traditions and standards
- effective use of all appropriate technologies

more students meet their learning goals
eStrategy challenges

- privacy & security
- administration of distributed systems
- technology
  - ensuring fast response
  - making the right choices
- resources
  - money & people
  - connectivity
- change
Can we achieve our vision?

for centuries:
• people knew heavier than air objects could fly
• there were many attempts to build flying machines - all failed
• the physical principles were known, but the technology did not exist

“Heavier than air flying machines are impossible”

Lord Kelvin, President, Royal Society, 1895
Can we achieve our vision?

for centuries:
• people knew heavier than air objects could fly
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Can we achieve our vision?

for centuries:
- people knew heavier than air objects could fly
- there were many attempts to build flying machines - all failed
- the physical principles were known, but the technology did not exist
eStrategy: 
a vision we can achieve
Portals and the JISC Information Environment Strategy

Chris Awre
Programme Manager, Portals
JISC Development Group
chris.awre@kcl.ac.uk
Introduction

• Not the DNER!
• Information Environment Strategy
• The role of portals
• Integrating with institutions
The DNER

- High-quality collections and resources for use by the further and higher education communities
- Technical developments that would allow navigation of these resources

BUT...

- Research showed the “DNER” as an acronym did not win over the hearts and minds of our user communities
- There are a number of other developments that have caused JISC to reconsider its presentation and communications activities
So, the DNER vision lives on...

... but in a new form, and with new names

• As COLLECTIONS of information resources of value to further and higher education

• As DEVELOPMENT ACTIVITIES for the further development of the technical infrastructure which will allow for the full exploitation of these resources. One of these is the Information Environment.
New developments

• JISC restructuring
  – Integrating previously discreet activities
• JISC web site
• Subject-based portfolios
  – User focused presentation of resources
  – Resource Guides across the range of subjects
Information Environment

• Information Environment Strategy
• [http://www.jisc.ac.uk/dner/development/IEstrategy.html](http://www.jisc.ac.uk/dner/development/IEstrategy.html)
  - Implementing and enhancing the original DNER vision
  - Connecting with wider development activities

• Building on the Information Environment Technical Architecture
• [http://www.ukoln.ac.uk/distributed-systems/dner/arch/](http://www.ukoln.ac.uk/distributed-systems/dner/arch/)
  - Underpins the implementation of the Information Environment Strategy
  - Basis for coherent and interoperable interaction with JISC collections
Information Environment Strategy

- **Five programmes**
  - Content Submission and Disclosure
  - Shared Services
  - Portals and Fusion
  - Presentation
  - Service Provider Development
Current Service Architecture

- Many different services
- Each has own user interface
- Each has a learning curve

Supporting Higher and Further Education
The Future

- Many different services, **BUT**
- Few or just one interface
- Increased ease of use

Supporting Higher and Further Education
The Future

- Many different services, **BUT**
- Few or just one in interface
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Supporting Higher and Further Education
Portals – the JISC view

• Technically, a portal is a network service that brings together content from diverse distributed resources using technologies such as cross searching, harvesting, and alerting, and collates this into an aggregated form for presentation to the user, usually via a website.

• For users, a portal is a, possibly personalised, single point of access where searching can be carried out across one or more than one resource and the amalgamated results viewed. Information may also be presented in other ways, for example, via alerting services and conference listings or through access to e-prints and learning materials.
JISC Portals

- **Subject-based**
  - Subject Portals Project (http://www.portal.ac.uk/spp/)
  - Building on existing Resource Discovery Network (RDN) Hubs

- **Format-based**
  - Geodata portal demonstrator (http://edina.ac.uk/projects/geobrowser.html)
  - Image and time-based media portal demonstrators planned

- **Audience-based**
  - Learning & Teaching portal being scoped in conjunction with the Learning and Teaching Support Network (LTSN)
  - Strong emphasis on embedding of portal functionality

- **Further suggestions welcome…**
Portals is one of five programmes

- **Content Submission and Disclosure**
  - Developing content initiatives and technologies
  - FAIR, X4L, e-prints, e-theses
  - Open Archives Initiative (OAI)

- **Shared Services**
  - Services registry (service and collection descriptions)
  - Institutional profiling

- **Presentation**
  - Usability and interface design
  - Embedding of portal functionality resources in diverse environments

- **Service Provider Development**
  - Developing service provider architecture for an operational Information Environment
Portals and VLEs/MLEs

• Each have their role
• Virtual Learning Environment (VLE)
  — The system components in which learners and tutors participate in online interactions of various kinds, including online learning
• Managed Learning Environment (MLE)
  — The whole range of information systems and processes of the institution (including a VLE if one is present) that contribute directly or indirectly to learning and learning management
  — Institutional portals could be a way in which MLEs are presented
JISC and Institutional Portals

- **JISC is not developing institutional portals directly**
- **JISC is funding work that will support their development by institutions**
  - MLE and VLE work
    - [http://www.jisc.ac.uk/mle/](http://www.jisc.ac.uk/mle/)
  - FAIR projects examining the integration of JISC services in institutional portals
    - [http://www.jisc.ac.uk/dner/development/programmes/fair.html](http://www.jisc.ac.uk/dner/development/programmes/fair.html)
  - Presentation programme will study usability and interface design
    - [http://www.jisc.ac.uk/dner/development/programmes/present.html](http://www.jisc.ac.uk/dner/development/programmes/present.html)
  - Authentication
    - [http://www.jisc.ac.uk/pub02/c06_02.html](http://www.jisc.ac.uk/pub02/c06_02.html)
Integrating with Institutions

• **JISC portal functionality is being built so it can be embedded**
  - as part of a VLE
  - ... or in an institutional portal
  - ... or in an individual website

• **Individual portlets**
  - The building blocks of portals
    • Subject Portals Project

• **Broker services**
  - Behind the scenes portal functionality
    • Xgrain

• **Portals will also have their own web presence**
Conclusion

• **The Information Environment is a key component towards**
  “… building an on-line information environment providing secure and convenient access to a comprehensive collection of scholarly and educational material.”

  *JISC 5-year strategy, 2001-05*

• **Portals are a key element of the Information Environment, in their own or in an institutional context**
Thank you
COMPASS – Building Support for an Integrated Community

Karen Stanton
Director of Information Services

Stan Smith
Assistant Director of Information Services

services
THE UNIVERSITY of NOTTINGHAM
‘To build an online community which enables all members of that community to access all our electronic research, teaching and learning resources and our administrative services.’

COMPASS Portal Plan 2001
UNottingham communities

- Applicant
- Student
- Alumni
e-Nottingham

Infrastructure
Secure Network (wired and wireless), Email, File Store, Print Services
e-Nottingham

Infrastructure
Secure Network (wired and wireless), Email, File Store, Print Services

University
regulations, forms, events, CMS

Saturn
Course, Modules, Students

Agresso
Financials & Logistics

ResourceLink
Personnel & Payroll

Agresso
Research Project post-award processing
e-Nottingham

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Research Management System
Pre & post award processing, EDS, workflow

Business Intelligence
Regular and ad-hoc reporting/queries

Agresso
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Agresso Research Project post-award processing

Research Management System Pre & post award processing, EDS, workflow

Business Intelligence Regular and ad-hoc reporting/queries

Staff Portal Role based (Academic, Administrator, Researcher)

Alumni Portal

Student/Academic Portal Learning materials, VLEs, ePARs, online resources, collaboration tools

Enquiries/Applicant Portal

Staff Portal

Enquiries/Applicant Portal

Student/Academic Portal

University

Alumni Portal

Agresso Financials & Logistics

Research Management System

Business Intelligence

Saturn Course, Modules, Students

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Infrastructure
Secure Network (wired and wireless), Email, File Store, Print Services
e-Nottingham

Nottingham & WWW Resources

Enquiries/Applicant Portal
Learning materials, forms, events, CMS

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Nottingham & WWW Resources

Learning materials, online resources
Building an e-Knowledge vision

- Substantial investment in IT infrastructure, academic and administrative support systems
- Development of an e-learning strategy
- Development of an e-business strategy
- Customer-driven approach to development
Nottingham – a community of communities

• Students (FT/PT)
Nottingham – a community of communities

- Students (FT/PT)
- Distance Learning + Universitas 21 global partners
Nottingham – a community of communities

• Students (FT/PT)
• Distance Learning + Universitas 21 global partners
• Staff (Academic/Admin)
Nottingham – a community of communities

- Students (FT/PT)
- Distance Learners + Universitas 21 global partners
- Staff (Academic/Admin)
- Alumni
Nottingham – a community of communities

• Many different locations
Nottingham – a community of communities

• Staff and students working at different times of the day
Nottingham – a community of communities

• Varied roles
Nottingham – a community of communities

Examples:
- Researcher sharing results/ideas with colleague in Hong Kong
- Student participating in an online seminar
- Nurse working on coursework at 10.00pm in Boston Spa
Disparate Systems/Data/Resources

Sound infrastructure
BUT
disparate systems/data/resources
Student admin system
Disparate Systems/Data/Resources

- Student admin system
- Online learning/VLEs
Disparate Systems/Data/Resources

- Student admin system
- Online learning/VLEs
- Nottingham/WWW online resources
Disparate Systems/Data/Resources

- Student admin system
- Online learning/VLEs
- Nottingham/WWW online resources
- Library catalogues
Disparate Systems/Data/Resources

- Student admin system
- Online learning/VLEs
- Nottingham/WWW online resources
- Library catalogues
- Electronic Personal and Academic Record
For example

• Personal
  – Personal tutors
  – Dept/School/University support
  – Peer support/Student Union services
For example

- **Study**
  - WWW information, FAQs
  - Training materials, CAL
  - Helplines
Strategy – empower the community

• Integration (people, technology, data, information, support)
Strategy – empower the community

- Integration (people, technology, data, information, support)
- Personalised access to shared services and resources
Strategy – empower the community

• Integration (people, technology, data, information, support)
• Personalised access to shared services and resources
• Recognise that staff and students are members of many ‘communities’ and require to interact with them
Strategy – empower the community

- Integration (people, technology, data/information, support)
- Personalised access to services and resources
- Recognise that staff and students are members of many ‘communities’ and require to interact with them
- Sense of identity and shared goals
Strategy - empower the community

• Provide for flexibility and choice through the technology
Choice of technology

• uPortal
  – Provides flexibility
  – Brings some of the benefits of a packaged solution (framework)
  – Growing University community adopting the software
  – Developed by JA SIG + IBS
North American JA SIG + Interactive Business Solutions (IBS):

- University of British Columbia, Vancouver
- Harvard University
- Princeton University
- University of Delaware
- University of Hawaii
- The State University of New Jersey
- Syracuse University
- University of California, Irvine
- University of New Mexico
- Columbia University
- Yale University
How and What?

• Internal project team
• COMPASS Steering Group
• Range of stakeholders
Lessons Learned

• Manage expectations
• Scope the project carefully
• Scale the project carefully
Demo
Questions?
Avoiding Portal Wars

paul.browning@bristol.ac.uk
Routemap

- What’s the problem?
- Why has it come about?
- The need for a portal framework
- Who owns the framework?
- The VMLE – framework or component?
- Issues
  - Technical
  - Cultural
- Reflections
What’s the problem?

Eclectic!

Seamless?

Value for money?

Missed opportunities?
A victim of success

DataHub
- Personnel √
- Student √
- Curriculum √
- Finance

Security
- Authentication √
- Authorisation
- Encryption √

Portal Wars
- Accommodation √
- IRIS √
- Aleph √
- CompSci √
- Blackboard √
- Medici √
- Law Intranet √
- VetSci √
- SOBS √
- Contact Directory √
- Porpoise √
- Etc
What is a portal?

A portal:

• Aggregates information and applications **one stop shop**
• Is personalised or ‘groupilised’ **one size does not fit all (‘pre-emptive structure’)**
• Aspires to be your desktop on the Web **Webtop**
Examples of portals

- Law Intranet
- VetSchool Portal
- Blackboard
- Amazon
- Tesco
- LSE for You
The benchmark? LSE For You

Modules (=“channels”) already implemented

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<th>Student Photo Boards</th>
<th>Tuition Fees</th>
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<td>Emergency Contacts</td>
<td>Private Accommodation</td>
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<tr>
<td>Exam Results</td>
<td>Reprographics Usage</td>
<td>Reprographics Jobs</td>
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<tr>
<td>Mailing Lists</td>
<td>Teaching Timetable</td>
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</tr>
<tr>
<td>Application Progress</td>
<td>Collect Network Account</td>
<td>Alumni Employment</td>
</tr>
</tbody>
</table>
The benchmark? LSE For You

Room Booking

Teaching Timetable

Request a Room

Please specify your requirement by selecting from the lists below.

Items in bold are required.

- Start date day: 4
- Start date month/year: Feb 2002
- Number of People: 10
- Meeting duration (hours): 2
- Meeting duration (minutes): 30
- No of meets: 1
- Frequency: Fortnightly
- Search

This application handles simple room booking requests. If your requirements are not supported by this application then please contact the Conferences and Events Office (x 6445) who will be happy to assist you.

Your 2001/02 Schedule

Michaemas Term

<table>
<thead>
<tr>
<th>Student Timetable</th>
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</thead>
<tbody>
<tr>
<td><strong>Day</strong></td>
<td><strong>Start</strong></td>
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<tr>
<td>Monday</td>
<td>09:00</td>
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<tr>
<td>Tuesday</td>
<td>09:00</td>
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<tr>
<td>Tuesday</td>
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<td>16:00</td>
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<td>Thursday</td>
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</table>

Lent Term

<table>
<thead>
<tr>
<th>Student Timetable</th>
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</thead>
<tbody>
<tr>
<td><strong>Day</strong></td>
<td><strong>Start</strong></td>
</tr>
<tr>
<td>Monday</td>
<td>11:00</td>
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<tr>
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<tr>
<td>Tuesday</td>
<td>14:00</td>
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</table>
The benchmark? LSE For You

Address Maintenance

Permanent Address

Please give the address that you regard as your permanent home. This may well be the same as your Contact Address. It is the second address to which the School will send your post, if anything is returned from your Contact Address. For students and visiting academics, it is particularly important that we have a correct Permanent Address when you leave.

<table>
<thead>
<tr>
<th>Dates</th>
<th>From 21 / 12 / 2001 (DD/MM/YYYY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Postcode/Zip</td>
<td>SO16 7PW</td>
</tr>
<tr>
<td>Line 1</td>
<td>8 Redway Road</td>
</tr>
<tr>
<td>Line 2</td>
<td>Upper Shirley</td>
</tr>
<tr>
<td>Line 3</td>
<td></td>
</tr>
<tr>
<td>Town/City</td>
<td>Southampton</td>
</tr>
<tr>
<td>County/State</td>
<td>Hampshire</td>
</tr>
</tbody>
</table>

Address Label (the address to be written on envelopes):

Name: [Redacted]
c/o Mr & Mrs [Redacted]

Address: 8 Redway Road
Upper Shirley
Southampton
Hampshire SO16 7PW

Tuition Fees

SECTION 1

Before you read this please remember that changes and payments to your account may take a few days to process, typically 5 days. The information below relates to your fee debt.

Fees For:

Student Number: [Redacted]
Relating To: 2001/2
Course Code: RPS0
Course Name: MPhil/PhD in Sociology
Fee Status: UK Resident
Mode of Study: Full-time
Registration Status: Registered Student

SECTION 2

NOTE: FINAL UK UG FEES AWAITING SLC DATA

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>BALANCE OUTSTANDING FROM PREVIOUS YEAR(S)</td>
</tr>
<tr>
<td>B</td>
<td>YOUR FEES FOR 2001/2</td>
</tr>
<tr>
<td>Less: Due from Sponsors</td>
<td>0.00</td>
</tr>
<tr>
<td>Less: Met by Scholarships</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Total to be paid by you</td>
<td>1,104.00</td>
</tr>
<tr>
<td>Less payments to date</td>
<td>30-Aug-2001</td>
</tr>
<tr>
<td>FREC, Reference 0000017126</td>
<td>-370.00</td>
</tr>
<tr>
<td></td>
<td>-370.00</td>
</tr>
</tbody>
</table>
What is a portal architecture?

Why bother?

Before (i.e. now) . . . .

- Personnel
- Research
- Contact
- Library
- Finance
- Student

Invisible Desk-topped Pseudo-webified Webified

User confusion?

Lots of stovepipes of variable length . . .
What is a portal architecture?

Aggregation

After ..... 

Personnel  
Research  
Contact  
Library  
Finance  
Student  

Portal framework

Extending, bending and merging the stovepipes ...

Desk-topped  
Pseudo-webified  
Webified  
PORTALISED

Happy User
What is a portal architecture?

*Personalisation* = “stickiness”

**Portal framework**

- Casual visitor
- Prospective student
- Staff
- Student
- HoD

Multiple views depending on user and/or device

- Show Room: http://www.bris.ac.uk
- Back Office: https://www.bris.ac.uk
Who owns the framework?

- Suits
- Cardigans
- Anoraks
- Propellor heads
- Gowns

Is it optional?
The Suits

• Can’t give me the *administrivia* I need
• Life is about lists
  – Of students
  – Of courses
  – Of students on those courses
  – Of staff teaching those courses
  – Of marks
• It can’t be that hard to generate an accurate list of students?
• The Academic Registry seems to be geared up for *examining* but not *teaching*
The Cardigans

• Sure, very client-centred and touchy-feely but ….

• …. bonkers about *quality assured* information …. 

• …. to the point that they omit good sources of information because they haven’t got enough staff to vet the whole Web
The Anoraks

• Have you seen this?

De-nurr? = IE
(JISC Information Environment)

• I mean, what’s that got to do with a university?
The Propellor Heads

- Just want to get on and use Blackhole
- It’s really user friendly
- Uploading Word docs is easy
- It doesn’t matter that
  - It doesn’t run over secure protocols
  - It doesn’t integrate with campus-wide authentication scheme
  - It doesn’t integrate with the student record system
  - You can search the rest of the Web but not the Blackhole-hosted content
- The point is it’s *really* user friendly
The Gowns

• Very clever and know everything
• Collectively organisationally challenged
• Can cook but couldn’t run a restaurant
• First loyalty to subject
• Herding cats
The VLE – framework or component?

• Top four features?
  – Email cohorts tool
  – Virtual filing cabinet
  – Assessment/survey tool
  – Discussion board

• Not rocket science ….

• …. standard eTools

• Unique selling point – student tracking
Portal = MLE = VLE + CMS

Portal fundamentally content-free

Managed Learning Environment (MLE)

Digital Library

Student Information System (SIS)

Virtual Learning Environment (VLE)

Content Management System (CMS)

eTools

eStrategy = an institutional understanding of these relationships?
Technical Issues

- Interoperability
- Security = Authentication + Authorisation
- Scalability
- Resilience
How we’d like things to be ....

Agnostic, open standards compliant – plugs and sockets
… but how it often is

Siloware

Digital Library

Portal framework

IE (née DNER)

just sockets – “do it our way”
Authentication

• Userids & passwords
  – paul
  – glpb
  – geolpb then pb01
  – pbrowning
  – briglgb

• Information Strategy Steering Group *Do it!*
• Authentication Working Group *Did it!*
• April 2002 – single userid and password
• Who’s the CTO?
• Auditors may try to force you to embrace inappropriate practice
Authorisation

• Like authentication ….
• ….. but even harder

Deeply unsexy but vital
Learning from Tesco & Amazon

• How do we build scaleable and robust Web applications?
• Load balancing
• Is that a networking, systems or applications problem?
• Who’s the CTO?
• The Personnel Dept may be closer to the GRID than you could have ever thought possible
Business & Cultural Issues

- Staff - skill sets & retention
- Infrastructural data
- Tribal brands
- Decisions & planning
Infrastructural data

- Security is a precious resource
- Just because you can protect something, should you?
- Who should be able to see a list of students on a course?
- “Administrivia”
  - Bath
  - Colchester
- DPA – “sensitive” vs. “Sensitive”?
- Information Access & Security Policy
One size does not fit all – “skins”
One size does not fit all – “skins”
What’s missing from this list?

- Alumni Foundation Committee
- Audit Committee
- Committee of Deans
- Development Committee
- Education Committee
- Estates Committee
- Military Education Committee
- Nominations Committee of Council
- Remuneration Committee
- Research Committee
- Safety Committee
- Special Committee
- Staff Committee
- Strategic Planning Committee

Information Systems & Services?
Decisions & Planning

ISSG
Information Strategy Steering Group
(PVC) attitudes

IPSG
Information Processes & Systems Group
(Registrar) applications

CITG
Communications & Information Technology Group
(Director of IS) plumbing

Information Systems & Services Committee
(Joint Senate & Council)

everything

- eStrategy?
- eLearning Strategy?

1997
now
IPS Strategy 2002-2003

• 20 new posts
• Process Review
• Finance Systems
• Student Systems
• Institutional Portal
• Programme Director (Grade 6)
• Can the PD tell the FD not to do something?
Who’s the CTO?

• Your Director of IT Services?
• UCISA? Siloware is often golfcourseware
  – “It gets sold to senior executives by smooth-talking sales executives who claim their products solve every conceivable business problem, is a doddle to install, standards compliant, holographic user interfaces, everything.”
• SCONUL?
• ALT?
• JISC?
• eEnvoy?
• Who’s the CIO?

We need to be investing in glueware and the people who can use it
## The good news

<table>
<thead>
<tr>
<th>LSE Module</th>
<th>UoB Status</th>
<th>LSE Module</th>
<th>UoB Status</th>
<th>LSE Module</th>
<th>UoB Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room Booking</td>
<td>Medium</td>
<td>Student Photo Boards</td>
<td>✓</td>
<td>Tuition Fees</td>
<td>Medium</td>
</tr>
<tr>
<td>Address Maintenance</td>
<td>✓</td>
<td>Emergency Contacts</td>
<td>Private Accommodation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Exam Results</td>
<td>Highest</td>
<td>Reprographics Usage</td>
<td>Reprographics Jobs</td>
<td>Current Project</td>
<td></td>
</tr>
<tr>
<td>Mailing Lists</td>
<td>✓</td>
<td>Teaching Timetable</td>
<td>Medium</td>
<td>Payslips</td>
<td></td>
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<tr>
<td>Examination Details</td>
<td>✓</td>
<td>Class Mailer</td>
<td>✓</td>
<td>Locate a Study Room</td>
<td>Medium</td>
</tr>
<tr>
<td>Transcripts</td>
<td>Highest</td>
<td>DPA Consent</td>
<td>✓</td>
<td>LSE Experts</td>
<td>Current Prototype</td>
</tr>
<tr>
<td>Application Progress</td>
<td>✓</td>
<td>Collect Network Account</td>
<td>✓</td>
<td>Alumni Employment</td>
<td></td>
</tr>
</tbody>
</table>


The good news

That’s seven channels ready to plumb into a future portal plus

- IRIS
- Contact Directory
- BORIS
- BOFINS
- Personinfo
- Porpoise
United we stand ....

• Consortia
  – Who remembers MAC?
  – Open Source – spreading the risks?
• Standing up to
  – Auditors
  – Vendors
  Siloware – just say No!

Just because something is “best of breed” doesn’t mean to say it’s any good
"The worst thing you can do is to Web-enable a bad process," said Friedlein. "As a client once put it: 'There's no point in putting lipstick on a bulldog,'" he added.

Getting content management strategy right, ZD Net UK, Dec 12th, 2001, Geoff Choo

- Nowhere to hide
- Systems vs. Flexibility
- Managing expectations
From Information Strategy to eStrategy?

• An Information Strategy tells you that you need to start a journey ….
• ….. an eStrategy is the start of that journey
• A portal can be whatever what you want it to be
• For some institutions the MLE will be the portal
From Desktop to Webtop
An Information Systems Strategy?

Many readers, some writers

Multiple views, depending on role

Casual visitor
Prospective student
Prospective employee
HERO
Show Room http://www.bris.ac.uk
Back Office https://www.bris.ac.uk

Prospective employee
Casual visitor
Prospective student
HERO

Portal
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What is a portal architecture?

The portal is fundamentally content-free – the CMS holds the content.

- Servlet container
- Portal framework
- XML/XSLT
- Authentication service

Content
- PIMS, etc
- Anything XML

Application server

“Browsers”
- Portal channel
- WAP
- PDF
- Disabled
- Applicant

Views depending on user and/or device
LoadsaX’s to get our heads round

- XML
- XSLT
- XHTML

Application or Data → XML → XSLT → XHTML

Browser
Printer
WAP
uPortal
The University of Hull Portal and Process

Ian Dolphin and Robert Sherratt

The University of Hull is implementing a portal solution as part of its Digital University Project. The project sets out to examine the underlying processes of the institution, using C&IT to rework and present them in a coherent manner to stakeholders. The service, application and information aggregation layer represented by an institutional portal is a central aspect of that development.

Improving the management of information is a key priority for the first phase of the project. This paper will present progress made in the first year of activity, including the development of a flexible web content management system, procurement and implementation of a portal layer, and work undertaken to connect key corporate systems, including content management, to the portal in a meaningful manner.

The project also recognizes that not all the information presented through an institutional portal will come from within the institution. The objectives of the joint Hull/UKOLN "PORTAL" (Presenting national Resources to Audiences Locally) Project, funded under the JISC FAIR (Facilitating Access to Information Resources) Programme - to examine methods of surfacing material from central datasets within an institutional portal - will also be outlined in the course of the presentation.
Pilgrim’s Progress: The University of Plymouth Student Portal

Bob Sharpe
Director of Information & Learning Services

Geoff Bouch
Assistant Head of Information & Communications Systems
Session Outline

- Background
- Aims & approach
- Brief demonstration
- Evaluation
- Summary & Future
General Background

- Large regional “new” university
  - 27,000 students
  - 2,400 staff IT users
  - 6 campuses
  - 6 faculties
- Partnership college network of FE colleges in Devon, Cornwall, Somerset, Channel Islands, & Bristol
- New Peninsula Medical School (a partnership between the Universities of Plymouth and Exeter and local NHS Trusts)
Project Aims

- To develop & implement collaborative computing environment which will:
  - Support both academic & administrative activities
  - Provide a scalable platform for at least 5,000 concurrent users
  - Be available on and off campus
  - Be compatible with standard office desktop tools
  - Integrate with computing infrastructure
  - Make minimum requirements for user expertise & training
Our Approach …

- Selection via Collaborative Computing Working group
- Late 1999, recommendation to the Information Services Committee
- Rollout co-ordinated by a Project Board:
  - pilot service for staff in late 2000;
  - early adopter programme for the full service for staff 2001/2;
  - full rollout to staff early 2002;
  - full rollout to students autumn 2002.
The Exchange 2000 Service

- Exchange 2000 Enterprise Servers, & Active Directory to provide a ....
  - Robust, scalable, secure messaging infrastructure

- Providing ....
  - sophisticated email; calendar; scheduling; contacts; tasks
  - Shared areas for documents and teaching & learning materials
  - Links to academic & administrative systems

- For
  - 25,000+ users, 3,500+ workstations, on 6 campuses
Why not a Commercial VLE Product?

- Exchange 2000 server, Outlook 2000 & Outlook Web Access provide what’s needed
  - Scalable and secure
  - Integrates with existing infrastructure
- Staff use standard Office tools
  - Simply drag & drop to publish
  - No HTML skills required
- Flexible design with user control
- Training minimal
- Simplified deployment and management
Staff & Student Client

- Staff service is provided via
  - Outlook 2000 client for office-based use, and
  - Internet access via a web browser using Outlook Web Access

- Student service is provided via a web browser and customized Outlook Web Access
  - University of Plymouth Student Intranet Portal
  - Same interface on & off campus.
Full Rollout Hardware Schematic

- Exchange 2K Back-end Servers
- Exchange 2K Front-end Servers
- Storage Area Network (SAN) ~ 1,500 GB filestore
- Domain Controllers
- Exchange 2K Servers - sites Front-end/back-end
- TAUNTON
- EXETER
- PLYMOUTH
- POOL
- SEAL HAYNE
- EXMOUTH

Exchange 2K Front-end Servers
Exchange 2K Back-end Servers
Storage Area Network (SAN)
~ 1,500 GB filestore
Domain Controllers
Exchange 2K Servers - sites Front-end/back-end
TAUNTON
EXETER
PLYMOUTH
POOL
SEALE HAYNE
EXMOUTH
Exchange public folders

**Information Area**
Area for “published” internal University information. eg reference documents, meeting minutes. Final structure reliant on Information Strategy.

**Shared Area**
Areas for shared use by Faculties & Divisions for internal information. Structure same as organisational structure. Devolved control of process and content. Recommend two folders at the top level (a) internal to the faculty or division and (b) University wide.

**Student Area**
Module folder for every University module. Module leader to have control over content & permissions. Could contain mail, discussions, and learning materials.
Brief Demonstration ....
Email

Welcome to the University of Plymouth Intranet Portal

Sent: Thu, 04/05/2002 14:29

Subject: Student Portal Evaluation

From: Geoff Brough

To: John Abbott(s)

Cc: 

http://www.perception.plymouth.ac.uk/qmtest/perception.dll

(username is academics)
Calendar

01 July
- Portal 2002 Conference (Nottingham)

02 July

03 July
- 16:00-16:30 Dentist (Plymouth)

04 July

05 July

06 July

07 July
Discussions within a module
Welcome to the e@min home page, gateway to your administration services at the University. Click on the links displayed below to use the services available. Alternatively, use the shortcut links above to navigate directly to any page. Once you have finished, make sure you click the Logoff link to close your session.

Please choose one of the options below:

- Search the list of University approved accommodation (Plymouth Campus Only)
- View and Update your Home Address, Term-time Address and Next of Kin information
- See a list of modules you are currently enrolled on and any marks that are available for them
- Logoff from Student Information Portal

Welcome JOHN ABBOTT (601919)

IMPORTANT:
- These pages contain personal information which should only be viewed by you.
- Do not leave your workstation while you are logged in, especially in an Open Access Area.
- Make sure you are properly logged out of e@min before leaving your workstation using the Logoff link.
- If you have any problems using this system then please contact your nearest support desk.
Term-time Address update

Personal Details
Change address information by correcting text in the appropriate field. Use the Address Search button to find a UK Address from a Post Code or if you only have partial address information.

Term time Address

<table>
<thead>
<tr>
<th>Address Line 1</th>
<th>University of Plymouth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address Line 2</td>
<td>Drake Circus</td>
</tr>
<tr>
<td>Address Line 3</td>
<td>PLYMOUTH</td>
</tr>
<tr>
<td>Address Line 4</td>
<td></td>
</tr>
<tr>
<td>Postcode</td>
<td>PL4 8AA</td>
</tr>
<tr>
<td>Telephone No.</td>
<td>01752 663130</td>
</tr>
</tbody>
</table>

When your address information is correct, indicate whether it is a UK Address and press the Save button. Changes to address information will be immediately reflected on the Student Records System. If you make a mistake press the Undo button to start again or the Cancel button to return to the Personal Details Menu.

Is this a UK address?  Yes  No

Undo  Save  Cancel
Historical Marks

Mark Information

Displayed below is a transcript showing all the modules you are currently enrolled on and any marks to this date. Click on a year below to show your marks for that year. Please note that marks in red are still provisional and therefore may not accurately reflect your final mark. Remember that provisional marks can go down as well as up. An explanation of the information on this transcript can be found at the end of it.

<table>
<thead>
<tr>
<th>Year</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Value</th>
<th>Module Level</th>
<th>Mark (%)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>PSY201</td>
<td>LEARNING AND CLINICAL ISSUES</td>
<td>10</td>
<td>2</td>
<td>50</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>PSY202</td>
<td>DEVELOPMENTAL PSYCHOLOGY</td>
<td>10</td>
<td>2</td>
<td>57</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>PSY203</td>
<td>METHODS IN PSYCHOLOGY A</td>
<td>10</td>
<td>2</td>
<td>54</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>PSY204</td>
<td>METHODS IN PSYCHOLOGY B &amp; TUTORIALS</td>
<td>10</td>
<td>2</td>
<td>51</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>PSY205</td>
<td>COGNITIVE PSYCHOLOGY</td>
<td>10</td>
<td>2</td>
<td>60</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY206</td>
<td>PHYSIOLOGICAL PSYCHOLOGY</td>
<td>10</td>
<td>2</td>
<td>60</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>PSY207</td>
<td>ISSUES IN APPLYING PSYCHOLOGY</td>
<td>10</td>
<td>2</td>
<td>60</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY208</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>10</td>
<td>2</td>
<td>59</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>PSY209</td>
<td>INDIVIDUAL DIFFERENCES</td>
<td>10</td>
<td>2</td>
<td>59</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module Administration

Welcome to Student Portal Admin Version 0.2

Note! This is a system under development.

Please enter the details of the module you wish to create or manage.

Module Code: ADCDE101 (eg SEAC101)
Year: 2002-2003
Semester: 01 - Semester 1
Submit
Varied Student Groups

- Geography: all stage 2
- Faculty Land, Food & leisure: all first & second years
- Probation trainees: new cohort on…others moved from First Class
- English: all years
- Environmental Science: all First years
Evaluation

- On-line evaluation via Question Mark Perception, end semester 1, January 2002
- Repeated at end of semester 2, June 2002
Student Feedback (1)
On-line Questionnaire January 2002

- They like it!
- used 24 x 7
- 48% had used the portal from home
- 58% felt that the portal had improved communications.
Student Feedback (2)

- Real-world quote ....
  “As a mature student with two children I am not always able to come into the university to access email and module information. Most days it’s a case of attend lectures and get home to relieve my child minder or baby sitter. Now I can access my email and module information from home its making my life easier.”

- Recurring message ....
  “we want more modules on the system”
Staff Feedback

- Outlook is working really well
- Outlook is so easy to use, and gives one full control (an improvement on other systems)
- Students seem to use it more or less intuitively
In Summary, Key benefits

- Fast & easy publishing – no tools other than standard Office software
- Low learning & training requirements
- Designed for scalability from the start
- Individual tutors can be creative in their use of the system
- Keep it simple
Where are we going?

- Full student rollout September 2002
- University students at our Partner colleges, pilots in 2002/3
- SHELL project (JISC funded)
- Continue to keep a watching brief on the MLE marketplace
Contacts & Links

Bob Sharpe
R.H.Sharpe@plymouth.ac.uk

Geoff Bouch
G.Bouch@plymouth.ac.uk

www.plymouth.ac.uk/studentportal

www.shellproject.net
Why You Need an Enterprise e-Strategy – Not Just a Portal

Portals 2002
July 1, 2002
Jack McCredie
Outline

- Current context for e-business initiatives in higher education
- UC Berkeley IT environment
- Strategic planning processes at UC
- e-Berkeley initiative
- Some lessons learned & advice
Current e-Business Context

- Chaotic environment – excessive hype and the dot.com collapse
KM Practices and the Hype Cycle — The End of the Beginning

Visibility

- Information Mgmt. and Access
- Process Knowledge
- Knowledge Workplace
- E-Business
- Intellectual Capital Mgmt.

Time

- Technology Trigger
- Peak of Inflated Expectations
- Trough of Disillusionment
- Slope of Enlightenment
- Plateau of Productivity

Gartner

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Current e-Business Context

- Chaotic environment – excessive hype and the dot.com collapse
- Cost overruns and performance disappointments with ERP systems
Current e-Business Context

- Chaotic environment – excessive hype and the dot.com collapse
- Cost overruns and performance disappointments with ERP systems
- University of Michigan abandons its portal
Current e-Business Context

- Chaotic environment – excessive hype and the dot.com collapse
- Cost overruns and performance disappointments with ERP systems
- University of Michigan abandons its portal
- Disappointments with corporate “partners”
Some UC Berkeley Corporate Disappointments

- CommonFind
- zUniversity
- Hungrymindsuniversity (Wiley)
- Izio
- Prometheus
- i-Drive
- DEC/Compaq
UC Berkeley IT Environment

- Solid networking infrastructure, but growing deferred maintenance
- Major enterprise administrative initiatives underway (PeopleSoft)
- Commitment to engaging K-12 community – IU project
- Statewide education and research network – CalREN-2, ONI, DCP
UCB Portal Initiatives

- No enterprise portal yet, but
- PeopleSoft HR/Enterprise portal
- Cal Alumni Association (@Cal)
- BAI Reporting Portal
- uPortal Evaluation
- Haas School of Business (Metadot)
UCB Strategic Planning

- Not a strong tradition of academic planning
- UC system New Business Architecture 2010
- UCB draft strategic academic plan
- Planning for Information Systems & Technology
- E-Berkeley campuswide initiative
Vision:

- Transforming our community through technology-enabled learning, discovery, and engagement.
- Making all UC Berkeley transactions for students, faculty, staff, alumni, business partners, and the public available on the Internet.
e-Berkeley Update

- Developed the e-Berkeley Program Office
- Engage all segments of the campus community
- Incremental project funding through proposals as part of campus budget process
- Course web casting and video archives
- Course management system
- Online credit card processing
- Network Security Office
e-Berkeley Update

- E-Grades
- Online graduate admissions
- Travel system
- Research e-Protocol System
- Several departmentally supported projects (e.g. Sure pay, Parking, AirBears, Active Directory, Books in a box, etc.)
Illustrative Lessons Learned

- Support and buy-in from senior managers is an absolute must
- Ensure that IT initiatives are aligned with university mission and goals
- Campuswide IT architecture is a must
- Enterprise implementations are harder and more expensive than anyone thought
- Manage the customization process!!
Illustrative Lessons Learned

- Get the processes fixed before moving to implement IT solutions
- Recognize that ongoing projects require ongoing funding – don’t start a project if you cannot sustain it
- Under-promise and over-deliver
- More collaboration with peers is a must (UC/JOG, JSTORE, JA-SIG, etc)
- Etc., etc., etc.
My Best Current Advice

- Make contact with the JA-SIG organization and participate in its programs
- Mellon Foundation funding support
- Large and growing participation
- uPortal deserves your attention!!
Questions and discussion?
LSE for You
Self-Service Administration
Portals 2002

Mr Chris Cobb
Director of Business Systems & Services
London School of Economics and Political Science
Agenda

- Who we are
- Overview of the system
- The Infrastructure that supports it
- Scope for the future
- Q&A session
LSE – brief overview

• £100m annual turnover
• 7000 students
• 50:50 mix of postgraduate/undergraduate
• 50:50 mix of domestic/overseas students
• Standard desktop, 3 year replacement cycle
• 6.7 : 1, student : PC ratio (taught students)
• 68.4% laptop, 71% PC (off-site) student ownership
• Campus and residences wired to cat 5
• Supplemented by 802.11b wireless
MIS Systems

Management Information Services
Aims

Meeting today’s expectations & Improved customer care

- Self Sufficiency
- Immediacy
- Anytime
- Anywhere
Aims

- Greater Accuracy, Timeliness & Efficiency of Data Maintenance
  - Reduction of data entry
  - Greater potential for sharing, integrating and dissemination of information
  - Data Protection – allowing an individual to see their own information and ensure its accuracy
  - Process Automation
LSEforYou

- Went live in Nov 2000
- HTML front end
- Oracle web PL/SQL and Java
- Application specific Cartridges
- XML data and XSLT style sheets
Welcome to LSE for You.

LSE for You is a service from MIS at the LSE. It has been created to provide Students and Staff with personalized access to the School’s central databases. We hope you will find it useful.

Please note that your browser must accept cookies to use this site and that some of the pages hosted in LSE for You require JavaScript enabled browsers (most browsers are JavaScript enabled).

ADMIN domain users should prefix their username with ADMIN when logging in. For example if you are on the ADMIN domain and your username is LFY then you would enter ‘ADMIN/LFY’ in the ‘User’ field at the top of this screen.
LSEforYou

XML and XSLT style sheets
Page Process:

Browser
- https
- get LFY page

LFY Servlet
- check user
- check permissions
- get content
- get menus
- make LFY page

Browser
- https
- show page
LFY Servlet: check user

LFY Servlet

Remote Method Invocation

XML

Authentication Broker

connected users
LFY Servlet: check permissions
LFY Servlet: get content
CONSENT FOR EMAIL

-  <!--

-  <childPanel>
  -  <panelName>
    -  <href>
      <displayName>Consent form for email</displayName>
    </panelName>
    <keep-param>false</keep-param>
    <userType>1</userType>
  </childPanel>

STUDENT PHOTOGRAPHS

-  <!--

-  <!--
for all staff

-  <childPanel>
  -  <panelName>
    -  <href>
      <displayName>Student Photographs</displayName>
    </panelName>
    <keep-param>false</keep-param>
    <userType>1</userType>
  </childPanel>
LFY Servlet: make LFY page

Raw content in XHTML

Formatted for display in LSEforYou
Hardware Infrastructure

Server diagram

LSE for You

Server infrastructure

LDAP Server

Oracle9i Application Server

HEWLETT PACKARD

3Com
Demonstration

live?  http://www.lse.ac.uk/
– or here is one I prepared earlier……
Different Perspectives
Applicant

- lookup status of application [app status video]
- collect username & password
Different Perspectives
Confirmed Applicants & Students

student video
- e-mail directory consent
- change network password
- fee lookup & on-line payment fees video
- emergency contacts
- address maintenance address
- private accommodation
- teaching timetable timetable timetable timetable and find study room video
- find a study room
- Module Choice module entry video
- Exams – Results & Timetable exams video
Different Perspectives

Alumni  [alumni video]

- Employment
- Exam Results
- Address Update  [address]
- Transcript Certificate Request (soon)
Different Perspectives
Administrative Staff

- Emergency Contacts
- Addresses
- Book a Room
- Pay Slip
- Find a Room
- Reprographics – Usage & Scheduler
Different Perspectives
Teaching Staff teaching staff video
• student photographs
• teaching timetable
• class mailer
• room booking room booking
• tutor approval for module choice tutor approval
• find a study room
• reprographics – Usage & Scheduler reprographics video
Future Additions

- Application for financial support
- Class registers
- Telecoms usage
- Internal Debit Notes
- Personnel – HESA record [personnel] HESA video
## Usage – Top 10 Internal Hits

<table>
<thead>
<tr>
<th>URL</th>
<th>Number Of Requests</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ify.lse.ac.uk:8080/moduleChoice/moduleChoice.html</td>
<td>50,971</td>
<td>17.15 %</td>
</tr>
<tr>
<td>oraserv.lse.ac.uk:7777/pls/union/union_accomdisp</td>
<td>34,135</td>
<td>11.43 %</td>
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<tr>
<td>ify.lse.ac.uk:8080/roombooker.html</td>
<td>27,095</td>
<td>9.11 %</td>
</tr>
<tr>
<td>oraserv.lse.ac.uk:7777/pls/studentresults/EXAM_CAND_pkg disp</td>
<td>15,446</td>
<td>5.20 %</td>
</tr>
<tr>
<td>ify.lse.ac.uk:8080/address.html</td>
<td>15,130</td>
<td>5.09 %</td>
</tr>
<tr>
<td>ify.lse.ac.uk:8080/feesdisplayer.html</td>
<td>12,204</td>
<td>4.11 %</td>
</tr>
<tr>
<td>ify.lse.ac.uk:8080/timetable.html</td>
<td>11,269</td>
<td>3.79 %</td>
</tr>
<tr>
<td>ify.lse.ac.uk/my/ise/html/moduleChoice/stu_sop.html</td>
<td>10,397</td>
<td>3.50 %</td>
</tr>
<tr>
<td>oraserv.lse.ac.uk:7777/pls/union/union_accomsearch</td>
<td>10,054</td>
<td>3.38 %</td>
</tr>
<tr>
<td>ify.lse.ac.uk:8080/photoboard/pictures.html</td>
<td>9,919</td>
<td>3.34 %</td>
</tr>
</tbody>
</table>

**Sum:** 196,620 66.14 %

**Sum Other:** 100,649 33.86 %

**Sum All:** 297,269 100.00 %
## Usage – Top 10 External Hits

<table>
<thead>
<tr>
<th>URL</th>
<th>Number Of Requests</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>oraserv.lse.ac.uk:7777/pls/app/gmas_web.main</td>
<td>149,357</td>
<td>42.13 %</td>
</tr>
<tr>
<td>oraserv.lse.ac.uk:7777/pls/app/gmasq_web.main</td>
<td>147,728</td>
<td>41.67 %</td>
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<tr>
<td>oraserv.lse.ac.uk:7777/pls/union/union_accom.disp</td>
<td>9,619</td>
<td>2.71 %</td>
</tr>
<tr>
<td>ify.lse.ac.uk:8080/moduleChoice/moduleChoice.html</td>
<td>8,320</td>
<td>2.35 %</td>
</tr>
<tr>
<td>ify.lse.ac.uk:8080/feesdisplayer.html</td>
<td>4,819</td>
<td>1.36 %</td>
</tr>
<tr>
<td>oraserv.lse.ac.uk:7777/pls/studentresults/EXAM_CAND_pkg.disp</td>
<td>4,344</td>
<td>1.23 %</td>
</tr>
<tr>
<td>ify.lse.ac.uk:8080/address.html</td>
<td>3,638</td>
<td>1.03 %</td>
</tr>
<tr>
<td>ify.lse.ac.uk:8080/timetable.html</td>
<td>2,621</td>
<td>0.80 %</td>
</tr>
<tr>
<td>ify.lse.ac.uk/my/se/html/moduleChoice/stu_sop.html</td>
<td>2,256</td>
<td>0.64 %</td>
</tr>
<tr>
<td>oraserv.lse.ac.uk:7777/pls/studentresults/web_results_pkg.search</td>
<td>2,247</td>
<td>0.63 %</td>
</tr>
<tr>
<td><strong>Sum:</strong></td>
<td><strong>335,149</strong></td>
<td><strong>94.54 %</strong></td>
</tr>
<tr>
<td><strong>Sum Other:</strong></td>
<td><strong>19,339</strong></td>
<td><strong>5.46 %</strong></td>
</tr>
<tr>
<td><strong>Sum All:</strong></td>
<td><strong>354,488</strong></td>
<td><strong>100.00 %</strong></td>
</tr>
</tbody>
</table>
Usage – Time of Day
Usage – By Date
What’s next? - Portal

- Notices
- E-mail, Calendar
- H Space
- Library Account
- On-Line Resources
- VLE
- Customisation
What’s next? CRM
Existing Infrastructure

- Reliable, scalable and secure database – Oracle
- Adequately Specified hardware – Hewlett Packard
- Skilled and experienced programming staff
- Integrated Systems – LSE Central
- HeadLine authentication broker
LSEforYou Costs

- Software licenses: £2,000
- Hardware: £6,000
- Web Design: two person months
- Programming: four person years (and rising)
- Staff training: £15,000
Problems Encountered

- Standardisation of tools/technologies
- 24/7 coverage only available with hot backups – almost there but not quite
- Resistance to change
Recommendation

- Do not endanger current operations
- 24/7 service requires 24/7 support
- Keep focussed
and finally....... 

Winner of the UCISA Award for Excellence 2002

Winner of the EUNIS Elite Award for Excellence 2002
Questions
Glasgow Caledonian University

- 4th largest University in Scotland
- Post ’92 University
- Single campus, City centre
- Approx. 14,000 students
- Approx. 1,200 staff
- PCs and Apple Macs
Current Systems

Student email
Silky Mail/EXIM

Staff Email
Outlook

VLE
Blackboard

VLE
WebCT

Central Student Record System
OMNIS/ORACLE Database

Student Fees
Oracle

Finance System
Symmetry

Exam Timetabling
Facilities CMIS

Class Timetabling
CELCAT

Estates Management
BADGER

Internet

Library System
DYNIX

External Sources
## The Future - Managed Learning Environment (MLE)

<table>
<thead>
<tr>
<th>Internet</th>
<th>External Library Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Browser</td>
<td>Login/Authentication</td>
</tr>
<tr>
<td>My Caledonian</td>
<td></td>
</tr>
<tr>
<td>Interface</td>
<td></td>
</tr>
<tr>
<td>Staff Email</td>
<td>Student email</td>
</tr>
<tr>
<td>Outlook</td>
<td>Silky Mail/EXIM</td>
</tr>
<tr>
<td>Interface</td>
<td></td>
</tr>
<tr>
<td>Student Record System</td>
<td>HR System</td>
</tr>
<tr>
<td>Oracle Students</td>
<td>Oracle HR</td>
</tr>
<tr>
<td>Finance System</td>
<td>Estates Management</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My.Caledonian - Objectives

- Seamless access to C&IT
- Improving integrity of corporate information systems
- Collecting information more efficiently and effectively
- Two way communication
- Information provision
Seamless access to C&IT

- Provision of a secure environment to allow access to University systems from anywhere at any time.
- Single point of access to all University systems which the individual is authorised to use.
- Personalised entry screens for the individual showing only those applications/elements that they use regardless of the computer or place.
- Not platform dependant and will therefore work with both PCs and Apple Macs.
Log in to my Caledonian

user name:

password:

Note: Your initial password will be Uppercase.
Can't figure out your password? Click here.

Add to Favourites
**Announcements**

Apple Macs and Internet Explorer 4  Some users have experienced problems using this section of my Caledonian on Apple Macs running Internet Explorer Version 4 or less. Support from Microsoft is now limited and it is not even available for download anymore.

If your Mac freezes or crashes when trying to access your personal details we recommend updating your browser.

**Regular Items**

**Personal Details**

View or amend your contact details online

**Assignment Details**

View your job details

---

**my Modules (Admin)**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Folder</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISUDEM1</td>
<td>INTRODUCING PORTALS</td>
<td></td>
</tr>
<tr>
<td>ISUDEM2</td>
<td>COMPUTER TECHNOLOGY TODAY</td>
<td></td>
</tr>
<tr>
<td>ISUDEM3</td>
<td>CORPORATE APPLICATIONS</td>
<td></td>
</tr>
</tbody>
</table>

Contact: citelpg@qcal.ac.uk

---

**Applications**

- Sub-folders
- Virtual Advisor
- Regular Items
- Human Resources

Contact: citelpg@qcal.ac.uk

---

**World News**
Improving integrity of corporate information systems

- Providing access for students and staff to their personal details and, making them responsible for ensuring that they are correct and up to date.
- On line notification of the programme and modules being studied for the individual student to check.
**JAMES test MURPHY**

<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation Number:</td>
<td>81515000</td>
</tr>
<tr>
<td>Course:</td>
<td>BA RISK MANAGEMENT</td>
</tr>
<tr>
<td>Sex:</td>
<td></td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>20-MAY-1962</td>
</tr>
<tr>
<td>GCU Email:</td>
<td></td>
</tr>
<tr>
<td>HESA Ident:</td>
<td></td>
</tr>
</tbody>
</table>

**Term Address 1:** 56 Red Road

**Term Address 2:**

**Term Address 3:** Town End

**Term Address 4:** Glasgow

**Term Postcode:** G2 7YT

**Term Phone No:** 0141 222 1234

**Home Address 1:** 43 A Street
Staff Details

Announcements

**Apple Macs and Internet Explorer 4** Some users have experienced problems using this section of my Caledonian on Apple Macs running Internet Explorer Version 4 or less. Support from Microsoft is now limited and it is not even available for download anymore.

If your Mac freezes or crashes when trying to access your personal details we recommend updating your browser.

Regular Items

- Personal Details
  View or amend your contact details online

- Assignment Details
  View your job details

my Modules (Admin)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Folder</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISUDEM1</td>
<td>INTRODUCING PORTALS</td>
<td></td>
</tr>
<tr>
<td>ISUDEM2</td>
<td>COMPUTER TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>ISUDEM3</td>
<td>CORPORATE APPLICATIONS</td>
<td></td>
</tr>
</tbody>
</table>

Applications

- Sub-folders
- **Virtual Advisor**
- Regular Items
- Human Resources
  Contact: cithelp@qcal.ac.uk

World News

CALEDONIAN UNIVERSITY
Collecting information more efficiently and effectively

- Facilitating self service online registration which should also improve the accuracy of the information.
Continuing Student Self Registration Screen

This screen allows you to indicate your intention to continue your study at Glasgow Caledonian University next session. You may view all the screens associated with this function without registering so feel free to investigate prior to registering. The process consists of three parts, as you complete the requirements of each part a red tick will appear against the relevant button.

Part one: Check/Amend your personal details such as addresses, telephone numbers, email addresses, qualifications etc. This will ensure that the University is keeping the correct information about you. This access to your details is available throughout the year to allow you to keep your record up to date and accurate. You MUST check your personal details within one week of registering as part of this registration procedure, even if you you cannot think of any changes that may have occurred.

Part two: Check/Amend who is to pay the fees associated with your programme of study for the coming session. In the majority of cases this will not have changed from last session. If you are being sponsored you
JAMES test MURPHY

Matriculation Number: 81515000
Sex: Not known
Date of Birth: 20-MAY-1962
GCU Email: Not known
HESA Ident: Not known
Programme Code: BARM1
Programme Title/Course: BA RISK MANAGEMENT
Status: Not known

Occupation of Student/Parent: Not known
Number of Dependents: 
Age of Children:
If you have child dependants please list their age(s).
1: 2: 3: 4: 
5: 6: 7: 8: 
9:
Fee Payment Details

No of Modules: 6 Modules this session
Fee payer type: I am a UK national
Who will pay: My Fees will be paid by The Students Awards Agency for Scotland
Why are you exempt?: Not Exempt from payment
Do you want to pay by direct debit?: Yes
How much will sponsor pay?: 50%
Purchase Order/Reference No: R12782
Address:
Tescos Stores
27 The Main Road
Dundee
Postcode: DD4 T34
Telephone: 01382 3474646
## Module Selection

Register on the following elective modules?:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECOE102</td>
<td>ECONOMIC ISSUES</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>LPAL101</td>
<td>FOUNDATION LAW</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>FINX102</td>
<td>ACCOUNTING AND ITS APPLICATIONS 2</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>RFSF218</td>
<td>BANKING</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>MGTB203</td>
<td>BUSINESS MANAGEMENT</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>LPAL108</td>
<td>DELICT</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>SCIC306</td>
<td>FIRE AND CHEMICAL HAZARDS</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>LPAL101</td>
<td>FOUNDATION LAW</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>LAML204</td>
<td>FRENCH LANGUAGE (INTER)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>LAML214</td>
<td>FRENCH LANGUAGE (PRELIM)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>LAML205</td>
<td>GERMAN LANGUAGE (INTER)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>LAML215</td>
<td>GERMAN LANGUAGE (PRELIM)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>RFSR210</td>
<td>OCCUPATIONAL HEALTH AND SAFETY</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>RFSF219</td>
<td>PERSONAL FINANCE &amp; INVESTMENT</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Two way communication

- An on line 'suggestion box' called Support it which will allow staff and students to make suggestions which can be supported or not by others.
- On line voting (including the provisional of election materials) for student association activities (students) and University committees (staff).
- Discussion groups for individual programmes and modules in which both staff and students can participate.
Information provision

- Quick access to general University information. Providing a mechanism for up to date announcements and news to all students and staff.
- Access to general staff related information.
- Information for students relating to their specific programme or module (e.g. presentations, booklists, teaching materials, reminder coursework due, change of room).
- Students can obtain their assessment results immediately they have been signed off.
SAAS Reminders  Have you applied to the Student Awards Agency for this years tuition fees 2001/02?
If not, please apply immediately or you will be invoiced and fully liable!
If you have received your award letter recently, please bring it along to the Finance Office.

Self Registration  From Mid June this year, continuing students will be able to self register for the academic year 2002/03 using 'My Caledonian'.
More information will be provided both here and by post in the near future.
If you haven't checked your personal details, please ensure that your addresses are correct by clicking here.

Students Required - Earn 5 pounds per hour  First week in August - Mid September
Several vacancies have arisen for the University's Helpline and Undergraduate Open Day.
This work involves providing information to prospective students of the University. It is therefore important that you are friendly, clearly spoken, and have good communication skills.
News

Graduation Ball 2002
Tickets are selling out fast for this year's Ball. If you're graduating this year, find out how to book your place now.

Regular Items

WebMail Self-Help Document

Support Services Questionnaire, Have your say!

Academic Appeals / Graduations and Awards
Regulations and Processes Governing: 1. Academic Appeals 2. Graduations and Awards

Assessment Procedures
The concise guide to the Assessment Procedures at GCU (Session 2001/2002)

Seminars
Careers Seminars on Job Seeking and Self Marketing Skills

Contact: cthelp@gcal.ac.uk
Looking for a part time job? Contact Eleanor or Kirsty at jobspot@qcal.ac.uk or pop into the Student Association.

We want you to become a member of the Student Representative Council. Interested? Then please contact Simon Brady at Student.President@caledonian.ac.uk or Marion O’Neill at Student.VPSA@caledonian.ac.uk.

GLASGOW

CALEDONIAN
UNIVERSITY
EXAMINATION RESULTS 2001/2002

BA RISK MANAGEMENT

The Module Leader(s) has considered your module results and has made the following recommendations:

You have been SUCCESSFUL in the following modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Aggregate Mark (%)</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISUDEM1</td>
<td>50</td>
<td>P</td>
</tr>
</tbody>
</table>

You have been UNSUCCESSFUL in the following modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Aggregate Mark (%)</th>
<th>Pass/Fail</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISUDEM2 COMPUTER TECHNOLOGY TODAY</td>
<td>30</td>
<td>FP</td>
<td>(Re)enter exam as 2nd attempt and CW as 2nd attempt / Referral to Effective Learning Service recommended</td>
</tr>
</tbody>
</table>
Staff

Sub-folders

Administration Support for Schools
Previous updates

News

Team Briefing Homepage
Team Briefing is a communication process which was introduced in March 2000 as a result of feedback from the Staff Opinion Survey. Its purpose is to aid the dissemination of information throughout the University.

Regular Items

Press and media coverage summaries for the past week

Contact: cithelp@gcal.ac.uk

Administration - Staff
Regular Items

Information - Staff
Regular Items

Recreational - Staff
Learning Cafe

Services - Staff
Refectory
My.Caledonian - Technical

- My.Caledonian developed in-house using Oracle’s iPortal
- Hosted on single server - Application tier (IAS) and Database tier (Oracle RDBMS) located on the same node.
- Hardware - HP9000 Model L3000 with 3 CPU’s and 8Gb memory
- Software - HP-UX 11, Oracle RDBMS 8.1.7.3 IAS 1.0.2.2, Portal 3.0.9.8.2, Apache 1.3.19
- Browser technology - Explorer, Netscape
My.Caledonian - Conclusion

- reliable
- inexpensive
- evolving over time
- seen as a welcome development within the University
http://my.caledonian.ac.uk

**Demonstration Student account**
- Username: astudent
- Password: astudent

**Demonstration Staff account**
- Username: astaff
- Password: astaff

P.Mckay@gcal.ac.uk
Paisley’s portal production process

Tony Shaw, Anne Strachan
Network and Information Systems Management
University of Paisley
## History/plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>emphasis on intranet</td>
</tr>
<tr>
<td>1998</td>
<td>Staff Intranet Co-ordinator post created</td>
</tr>
<tr>
<td>2000</td>
<td>Portal strategy document published</td>
</tr>
<tr>
<td>2001</td>
<td>(continued to be revised/published)</td>
</tr>
<tr>
<td>2002</td>
<td>Portal purchased/prototyped produced</td>
</tr>
<tr>
<td>2002</td>
<td>VC directly involved/briefed</td>
</tr>
<tr>
<td></td>
<td>period of deployment and limited development</td>
</tr>
<tr>
<td></td>
<td>replaces existing intranet site</td>
</tr>
</tbody>
</table>

Portals – an institutional imperative
Portals — an institutional imperative
Preparatory activities

- Tracking commercial sector products, prices and projects

- Anticipating some possible problems
  - hype surrounding VLE/MLE
  - faculty developments
  - significant organisational changes taking place
Lessons from elsewhere

- focus on business benefits
- importance of executive sponsorship
- invest in planning
- invest in education/awareness
- focus on process not technology
- take care with integration and expectations
The portal strategy

- separate services for staff and students
- common technology for above
- remote access as part of model
- gateway concept not ambitious integration
- sub projects to drive initial content and ownership
Some tactics employed

- involvement of VC
  confirms strategic nature of project, gets into plans
- content contributor clarity continued
- partner with others
  e.g. faculty web site connector
- broaden ‘ownership’
  e.g. manager channel
- restrict involvement
objectives

- portal as framework for information architecture
- emphasis as strategic project for the institution
- provide flexible approach able to accommodate other developments
some technical issues

- ensuring a consistent technical framework
- anticipating integration requirements
- design relates to organisational structure
- incorporating information strategy and planning issues
some people issues

- anticipating risks/reasons for failure
- establishing appropriate management and project structures
- complexity of overall project
- how to raise awareness in context of business
practical aims

- emphasis on business benefits from outset
- making appropriate and cost effective use of what exists/will exist
- caution and pragmatism on integration
practical steps

- ensuring ‘group’ membership reflects business requirements
- early communication of portal strategy
- rapid production of prototype to aid process
- reference to other sources/experience
- careful initial involvement at various levels
- VC involvement
initial focus

◆ you as a member of the University community (Corporate Comms)
◆ you as an employee of the University (HR)
◆ access to key information services/resources

◆ you as a member of a faculty/dept/etc
Portals – an institutional imperative

Welcome to the University of Paisley Staff Portal

Home Email Edit your profile... Logout

Headlines
- 1/5/02 Web-based Marks Entry system
- 1/5/02 Accessing Your GroupWise Mailbox: Using GroupWise WebAccess
- 1/5/02 Information Sessions for Staff

NetPortal News
Search
- University News & Information
  - Current news
    - Paisley offering the ideal holiday package
    - Paisley Academic playing key role in innovative spiritual care research
    - University names new chair
    - Open opportunity for business success

- Employee News & Information
  - Latest News
- Information & Technology News
  - Current Items
    - GroupWise - 90 day e-mail limit
    - New Staff Internet Requirements - introduction of a

University Events
Date Event
Jun 14 Programme Panel
Jun 17 Student Feedback Party
Jun 18 COURT
Jun 18 Faculty Scrutiny

Search
Engine: EN Google

My bookmarks
Category

initial components and channels

basics - sign-on, email, University calendar, phone directory, bookmarks
University news and information
employee news and information
information resources
faculty/local management communication
user defined bookmarks
research funding news
Portals – an institutional imperative
faculty site integration

CEIG in the CES Faculty
Career Education, Information and Guidance

The Faculty of Communications, Engineering and Science will operate a 4 point framework for career education, information and guidance.

1. Career Education, Information and Guidance (CEIG) awareness provided through the personal tutor system.
2. Skills training as outlined in programme specifications.
3. Career development advice through placement officers and other specialists at the Division/Faculty level.
4. Student Advisory Service (SAS) promotion of career opportunities and specific careers advice, interviews, etc.

Why should academics concern themselves with student employability?

Portals – an institutional imperative
Conference and other activities

The work of the department is receiving quite a lot of attention outside the University. As well as visits from a number of other institutions we have been invited to participate in various events through the summer. There are two areas of our activity that are attracting particular interests - the selective outsourcing approach (i.e. doing things differently and more in line with commercial practice) and our portal developments.

Conference and other occasions at which someone is presenting include international events in Glasgow and Nottingham and international events in Portugal and Italy.
Portals - the information and learning nexus

Richard Massey
C&IT Development Group

The Nottingham Trent University (NTU)
Monday 1st July 2002
The information and learning what?

- **Nexus:**
  - A means of connection; a link or tie.
  - The core or centre.

- Can a portal be the *tie* that bind’s our systems together to act as the *centre* of a one-stop-shop for our students (customers 😊)?
Case study

• Background and development of the Virtual Learning Portal (VLP) our student portal.

• What is the VLP?

• The VLP within the wider context of Managed Learning Environment (MLE) development.

• Some issues around portal development and support.
University IT Strategy Review 1996/97

- Need for change and improvement
- Long term (3-5 year) investment in new systems
  - Finance.
  - Student Information.
  - Timetabling, etc.
- IT governance and management re-organised.
  - IT Strategy Group, MIS, IT Forum, TAG, etc.
- Identified e-mail as a ‘quick win’ project
E-mail – the quick win

• Staff e-mail project 1997-1999
  – Consolidated existing systems (VAX, UNIX, MS Mail).
  – Low level of email use at NTU (< 15% staff).
  – Exchange 4.0 selected as having most potential.
  – Installation, training and support programme.

• Students added and 5.5 upgrade 1998-1999

• Very successful, de-facto communication method, 40,000+ mailboxes, 200Gb+ store.

• What next? Exchange Development Project →
Exchange Development Project (EDP)

• Added value from Exchange investment
• Identified potential of Public Folders and Outlook Web Access as basis of ‘learning environment’.
• Positive user feedback from Exchange 5.5 based trial system during 2000-2001.
• EDP incorporated into C&IT Development Group (Jan 2001) and ….
• University support for substantial Exchange 2000 based pilot during 2001-2002 – The Virtual Learning Portal (VLP) ➔
The Virtual Learning Portal (VLP)

• All client interaction via Web browser.
• Offers an alternative ‘building block’ approach to deploying an institutional VLE.
• Very positive reaction to current pilot scheme.
• E-Learning Strategy group have endorsed provision to all students/staff for 2002-2003.
• Incorporated in ILT Continuation Strategy.
Why use Exchange 2000 for the VLP?

• Public folders are an ideal ‘repository’:
  – easily accessible through Web or Outlook client
  – simple, familiar to use interface (i.e. drag and drop)
  – excellent delegated security
  – scalable and resilient storage model

• Industrial strength *messaging* system:
  – reliable client server technology
  – good integration and ease of use
  – rich text content and attachments
Why use Exchange 2000 for the VLP?

• Relatively easy to integrate other systems
  – management functions from MIS system
  – assessment module such as QuestionMark
  – calendar information from Facility, etc.

• Improved Collaborative tools:
  – audio and video conferencing
  – chat services, instant messaging.

• Good fit with VLE functional requirements outlined by JISC →
VLP/VLE functions

Managed Learning Environment

Virtual Learning Environment

- Curriculum Mapping
- Assessment
- Communication
- Delivery
- Tutor Support
- Tracking

Student Record System

Quality Process

Off-Line Learning

Registers

Business Systems

Other Agencies

Other Colleges

Learning Resources

Exchange 2000, IIS and SQL Server with integration code from Dev. Group

Dev. Group add-in code based on Exchange/IIS log data.

QuestionMark Perception
The Virtual Learning Portal (VLP)

- What does the VLP look like ……

.... Demonstration
Learning Room

ELEA333 Diploma in E Learning

Current Modules

- ELEA10010 An Introduction to the VLP
- ELEA19391 E Discussions
- ELEA14445 E Gallery
- ELEA10041 E Learning Examples
- ELEA18881 E Web

All Modules

Course News

- New conference
  Please note that there is a conference on E-tutoring.
  17/06/2002
- End of Year
  Congratulations to all who have successfully completed.
  17/06/2002

Course Info

Module News

Course Resources

- Course Contacts
- Library Resources
- Course Discussion

Course Web Links

- About Discussion Areas in the VLP
  Please read notes for information
  http://helena.dev.ntu.ac.uk/public/mle20resources/zz/discussion/Elearning%20discussion/usingDiscussionareasintheVLP.html
- C&IT Development Group
  Website of the C&IT Development Group
  http://devgroup.ntu.ac.uk
- E Learning site of European Commission
  Centre for Internet Studies - services, information, and resources on e-behaviour
  http://europe.wu.metz/education/learning/index.html
- Joint Information Systems Committee
  JISC promotes the innovative application and use of information systems and information technology in further and higher education across the UK.
  http://www.jisc.ac.uk
Lessons from the pilot VLP

• Front-line staff support is key requirement.
• Institutional ‘buy-in’ is vital.
• Manage expectation - portals catch on quickly if they give customers what they want.
• The real cost is in administration and support not software development.
• Keep it simple:
  more complexity = more support = higher cost.
• Build up inertia – go for quantity (e-support) before quality (e-learning) to start with! 😊
Lessons from the pilot VLP

- Remember the VLP is infrastructure (TV transmitter/receiver) NOT content (Panorama, News 24, Blind Date!!)
- Infrastructure is cheap – content is expensive.
- Most staff will need technical support to help produce real e-learning material.

- VLP should be part of MLE (Managed Learning Environment).
Moving on - the MLE

• System integration is NOT the answer!
• Adopt standards
  – IP, HTTP, SSL, HTML
  – XML/SOAP/UDDI/WSDL
  – IMS specifications
• Single sign-on (AD, Internet Passport, User profile).
• Integrate at the Browser using a Portal (VLP).

(The next two slides are based on Karl Jacobson’s (Univ. Delaware) presentation at Educause 2001 “The Institutional Web: A Lens to Living and Learning”)
NOW - WEB ENABLED SYSTEMS
Why build your own?

- Relatively simple – good development tools.
- Adaptability and speed of reaction.
- Link existing systems with consistent interface.
- Easier to change business systems/practices.
- Ensure unique institutional presentation (brand).
- Free hand developing your ‘virtual’ space.
- One less system to buy! 😊
- But …… you will need →
Technical Resources

• Development skills for ALL Browser (Web) based Portals and applications are the same – eLearning, eBusiness, Web sites, etc!
• More to developing good quality eLearning or eBusiness packages/applications than writing a few HTML pages:
  – graphics/animation/audio/video
  – Standards/templates/databases/search
• At NTU the current skill base is broad … but not very deep!
Summary

- Relatively straightforward exercise to build student (or other) Portals based on standard software such as Exchange 2000.
- Give students and staff access to information they need 24 hours/day from anywhere.
- Good front-line support and administration are the key to success.
- Offers significant potential for adding value to your existing programmes.

- Makes “Anytime, anywhere learning” practical.
Thanks to other members of the C&IT Development Group:

Wendy Hannah  
(Development Support)

Craig Gibson  
(Software Developer)

John Spence  
(Ass. Software Developer)

David Jeckells  
(Web Designer)

Ann Booth  
(Learning Support)

Asher Hudson  
(Database Developer)
Questions