

October 2002

Vol. 7 No. 6

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# Information Technology

Newsletter

## Software License Program

● For up-to-date information, click on *Software* at <http://www.umn.edu/adcs/>

*Did you know* that Academic and Distributed Computing Services negotiates volume discounts for popular software for the University of Minnesota community?

*Did you know* that discounts are currently available for software that runs on personal computers, workstations and central systems?

*Did you know* that some of this software is available to all students, staff, faculty and departments?

Perhaps you know this service as the University of Minnesota Site License Program. This program is currently going through changes to continue to provide a quality service that meets the increase in demand from the University of Minnesota community.

### Program name change

Due to confusion from faculty and staff as to what “Site License” implies, the program name will gradually be changed to Software License Program. The title “Software License Program” better explains the program’s purpose. To many people site license tends to imply that software is licensed for use at a licensee’s entire site — network, office, building, department, etc. — when in fact, in most cases, licensees are only licensed to use the software on one machine.

### New software license administrator

Due to an increase in vendor software available in the Software License Program, as well as an increase in demand by the University community, Academic and Distributed Computing Services (ADCS) has appointed a full-time Software License Administrator. You can e-mail

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

or call the Software License Administrator with your software license questions or comments.

- Hours: Monday–Friday, 8:00 a.m. to 4:30 p.m.
- E-mail: [software@umn.edu](mailto:software@umn.edu)
- Phone: 612-625-2310

## New Website and online order form

The Software License Program Website has been available for years at <http://www.umn.edu/software/>, but it recently went through a complete overhaul. Software content has been updated, and there is a new “look and feel” for the Website. For customer convenience, an online order form has been added as well.

Please review the Website for software information and order procedures. You can access it from the “Software” section of the ADCS Website or directly at: <http://www.umn.edu/adcs/site/>

## Download software option

In the past, customers had to either wait for their software to be delivered to their off-campus location or pick up their software at the ADCS front office in Shepherd Labs. Most of the software is now available to download from an ADCS server, enabling you to “burn” your own CD at your location. It is a faster and more efficient way to obtain the software.

If you are unable to burn CDs on your computer, for an additional fee you can still order software and have it mailed to your campus or off campus location.

■ These are just a few of the Software License Program changes to continue improving the service and meet the increased demand.

Deborah Bangs, Software License Administrator, ADCS and Renee Halvorson, Computer Services Supervisor, University Computer Services (UCS)



# Technology Enhanced Learning Seminars

The University of Minnesota Technology Enhanced Learning (TEL) Seminar series continues this fall. The series features presentations by University instructors who have received TEL small grants or Digital Media Center faculty fellowships to use technology to enhance learning. The 2001-02 TEL small grants winners will present two projects per session this fall.

### Attend, learn, discuss

Please attend to hear why they decided to use instructional technology, how they developed new learning environments and how they are evaluating the results.

The majority of the projects are ongoing; the presenters will wish to hear your feedback and discuss how their projects could be adapted to meet the needs of your discipline’s learning environments. The seminars are free and open to the public. Refreshments will be provided.

### Sponsors

The series is sponsored by the Office of Information Technology and organized by Academic and Distributed Computing Services and the Digital Media Center. Sessions are co-sponsored by the Office of the Executive Vice President and Provost and collegiate units.

### Videos of sessions available online

A streamed video version of each seminar will be available within a few days after each event the DMC Website at: <http://dmc.umn.edu/services/seminar-series.shtml>.

### More information

For more descriptions of the projects and biographical notes about the presenters, see <http://dmc.umn.edu/services/seminar-series.shtml>.

For more information about the TEL small grants, see <http://dmc.umn.edu/small-grants/small-grants.shtml>.

■ Christina Goodland, Digital Media Center (DMC)

# Fall 2002: TEL Seminar Schedule

## Wednesday, September 25

- ➔ 12:00 p.m.–1:30 p.m.
- ➔ 210 Walter Library

*Maximizing Technology in Teaching Psychology: Video and Audio Streaming Resources for the Online Psychology Program*

- Bud McClure, Ph.D.
- Sandy Woolum, Ph.D.
  - both from Psychology Department, Duluth

*Implementing and Evaluating the Use of Computer Peripheral Equipment in the Entry-Level Human Anatomy and Physiology Laboratory*

- Murray Jensen, Ph.D., General College, Twin Cities

## Tuesday, October 8

- ➔ 12:00 p.m.–1:30 p.m.
- ➔ 165 Peik Hall

*An Assessment of Two-Way, Real-Time, Internet-based Streaming Audio for Online Group Discussion*

- Kristin Kari Janke, Ph.D., College of Pharmacy, Twin Cities

*Fostering Peer Review, Self-Assessment, and Improved Patient Care Through Streaming Media Performance Review with Developing Professionals*

- Kristin Kari Janke, Ph.D.
- Todd D. Sorensen, Pharm.D.
- Michael C. Brown, Pharm.D.
- Patricia R. Lind, R.Ph., M.S.
- Heather D. Lindeman, Pharm.D.

- all from College of Pharmacy, Twin Cities

## Thursday, October 24

- ➔ 12:00 p.m.–1:30 p.m.
- ➔ Studio C, Rarig Center

*Impacting Student Singers Through Incorporation of Streaming Audio/Visual Media of Choral Rehearsals*

- Kenneth D. Hodgson, D.M.A., Department of Humanities, Morris
- Daniel D. Flies, student, Morris

*The Work of Technical Communication: Bridging Theory and Practice with Technology-Enhanced Learning*

- Sandra Becker, M.A.
- Janel Anderson Crider, Ph.D.
- Lee-Ann Kastman Breuch, Ph.D.
  - all from Department of Rhetoric, Twin Cities

## Wednesday, November 6

- ➔ 12:00 p.m.–1:30 p.m.
- ➔ 165 Peik Hall

*Integrating Interactive and Streaming Media into LA 5403: Identification of Minnesota Flora*

- Daniel B. Shaw, M.L.A., Department of Landscape Architecture, Twin Cities
- Hope L. Johnson, IT Professional, College of Architecture and Landscape Architecture, Twin Cities

*The Polyphonic Field of Babel*

- Dawn Gilpin, M.Arch.
- Robert Adams, M.Arch.
  - both from Department of Architecture, Twin Cities

## Tuesday, November 19

- ➔ 12:00 p.m.–1:30 p.m.
- ➔ 155 Peters Hall

*Neuroscience Multimedia Web Site*

- Alvin J. Beitz, Ph.D.
- Victor S. Cox, D.V.M., Ph.D.
- Thomas F. Fletcher, D.V.M., Ph.D.
  - all from College of Veterinary Medicine, Twin Cities

*University of Minnesota Extension Service's Certified Food Manager Renewal Course Adapted for Online Delivery*

- Lori Anderson, M.A., Extension Service, Douglas County
- Anita Dincesen, M.Ed., Extension Service, Twin Cities
- Suzanne Driessen, M.A., Extension Service, Morrison County

## Thursday, December 5

- ➔ 12:00 p.m.–1:30 p.m.
- ➔ 450 Cancer Center

*Integrated Web-based Neurology Curriculum for Students and Residents in the Health Sciences*

- David Walk, M.D., Department of Neurology, Twin Cities



# Students Learn Trading Skills in a Technology-Enhanced Simulated Market

Exemplary project, profiled on Digital Media Center Website

Brian Buhr, an associate professor from the Department of Applied Economics in the College of Agricultural, Food, and Environmental Sciences on the Twin Cities campus, has developed for his students a successful WebCT-delivered trading commodities simulation that mimics conditions in the real market. The commodities students analyze market conditions, observe trading behavior in both the classroom and the real-world markets, develop buying/selling strategies and communicate the rationale for these strategies to the instructor and their peers.

Digital Media Center Instructional Technology Consultant Chris Scruton recently interviewed Buhr and profiled his teaching strategy. The profile is on

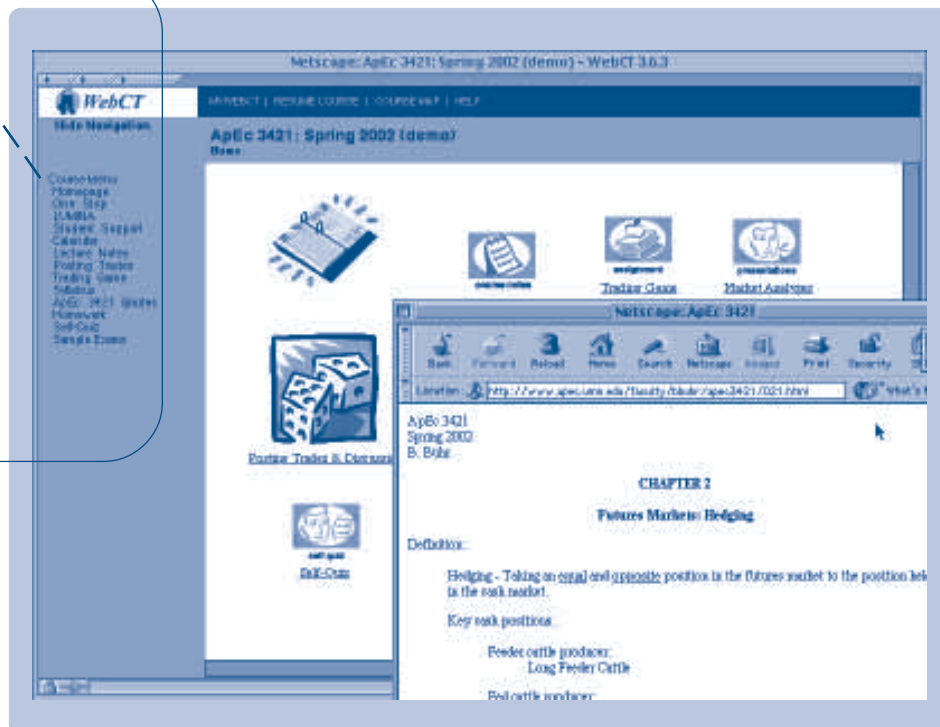
the DMC Website and includes detailed information about the topics listed below: <http://dmc.umn.edu/projects/trading-sim/buhr.shtml>.

- Buhr's instructional goals
- Buhr's development process
- the instructional outcomes
- Buhr's advice to other instructors interested in using similar strategies
- lessons Buhr learned about broader technology-enhanced learning (TEL) issues
- video excerpts from the interview
- screen shots of tasks students performed online during the simulation
- links to campus and outside resources for instructors interested in using similar strategies

*In each game turn, commodities students might do one of the online tasks shown in Figures 1–5.*

## Course menu

- Homepage
- One Stop LUMINA
- Student Support
- Calendar
- Lecture Notes
- Posting Trades
- Trading Games
- Syllabus
- ApEc 3421 Grades
- Homework
- Self-Quiz
- Sample Exams



**Figure 1:**  
*Review course content.*

▼  
**Chapter 2**

**Futures Markets:  
Hedging**

## Excerpts

Excerpts from the profile appear below.

### Instructional goals

Unlike cars and houses—physical objects that have a tangible reality—futures and futures trading are abstract concepts. Buhr needed a module that, in his words, would help students learn how it is possible “with no ownership, no prior investment, [and] no actual physical commodity or asset” to “execute trades and to hedge risk on the futures market.”

Buhr’s initial solution was to create an analog virtual trading environment in which students would be introduced to all of the facets of real-life futures trading. He found that this strategy helped students learn real-world trading skills using real-world factors, but because they submitted everything directly to Buhr on paper, it was administratively complex for him and an isolating experience for his students who interacted only with him instead of many others as in a real public market.

### TEL strategy

Buhr first considered developing a completely machine-moderated system capable of presenting, recording and acting upon user input in real time; but he quickly came to the conclusion that it would be technologically impractical. He met with Brad Cohen, a Digital Media Center consultant, and decided to develop and deliver parts of the simulation with software tools such as Microsoft Excel, WebCT and other Website development tools. (WebCT is course management software; it enables instructors to create Web-based learning activities and materials and enables students to access these activities and materials.)

### Instructional outcome

According to Professor Buhr, the WebCT-delivered aspects of the simulation helped him achieve his explicit instructional and administrative goals. His students learned more successful trading from each other and professional market analysis strategies by using WebCT discussion and presentation tools. Instead of playing the central deity and administering every transaction, he was able to interact more with



**Figure 2: Test student’s knowledge of economic principles and trading practices.**



Wrong answers appear with a large red X and a hint.

ApEc 3421: Spring 2002 (demo)  
Home > Quiz-Quiz

6 Suppose the actual trading futures price is \$55/cent, and the bids are widened by \$1. What is the correct net price (BP) per cent?

- \$54/cent.
- \$51/cent.
- \$61/cent.
- \$53/cent.

7 Suppose a dairy farmer bought a CME milk put option with a premium of \$0.50/cent, with a strike price of \$13/cent, and basis=0. What will be the net price the farmer receives if the price of milk increases to \$14/cent?

- \$13.50
- \$14.00
- \$13.00
- \$14.50

8 Suppose the price of milk fell to \$10/cent, and bids are sold at +\$2.00/cent. What is the net price the farmer will receive.

- \$15.00/cent.

Wrong answer: "Hint—Let the option expire, but you already paid the premium."

Chicago Mercantile Exchange ENGINEERING MARKET FAITH™											
ABOUT CME		GETTING STARTED		QUOTES		PRODUCTS		ELECTRONIC TRADING		CLEARING	
<b>lean hog futures</b>											
<b>pit-traded prices as of 08/06/02 04:00 pm (cst)</b>											
MTH/ STRIKE	OPEN	--- SESSION --- HIGH LOW		LAST	SETT	PT CHGE	EST VOL	--- PRIOR SETT	DAY VOL	INT	
AUG02	48.300	48.900	48.200	48.500	48.550	+150	2064	48.500	2717	4764	
OCT02	37.750	39.100	37.750	38.500	38.475	+225	2752	38.250	3368	14322	
DEC02	37.300	38.600	37.300	38.200A	38.250	+475	891	37.775	1425	8586	
FEB03	43.300	43.850	43.200	43.600B	43.550	+150	162	43.400	201	1468	
APR03	48.250	48.450	48.025A	48.250	48.200	+150	26	48.050	29	295	
MAY03	----	----	55.400A	55.550B	55.575	-75		55.650	6	68	
JUN03	57.200	57.250B	57.100A	57.250B	57.250	+25	6	57.225	9	144	
JULY03	56.750	56.950B	56.750	56.950B	56.950	+150	1	56.800	15	68	
AUG03	----	----	54.700A	54.700B	54.725	UNCH		54.725	1	15	
TOTAL							EST. VOL		VOL	OPEN INT.	
TOTAL							5902		7771	29730	

**Figure 3: Review materials on other trading information sites.**



**Chicago Mercantile Exchange: lean hog futures pit-traded prices**



the students and concentrate on instructional issues; and he and the students, in effect, became collaborative problem-solving units.

In general, students also positively rated the use of instructional technologies on end-of-term evaluation questionnaires, although they had some problems accessing, uploading and linking materials. Buhr describes the feedback as a “B or so.” In the future, he intends to have students use only one Web development tool to create their market analyses.

**Advice**

Professor Buhr’s advice to faculty developers includes:

- Take advantage of available University support resources such as collegiate and central technical

support personnel, Center for Teaching and Learning Services consultants and DMC instructional technology consultants.

- Prepare for consultation meetings by coming in to them with a solid idea of what you want to achieve, and be receptive to consultants’ advice.
- Choose only one student Web development tool.
- Learn to teach with technology by doing it.

**More profiles**

To read profiles of five other exemplary instructional technology projects developed by instructors at the University of Minnesota, see the DMC Website.

Profiles will be added each semester:

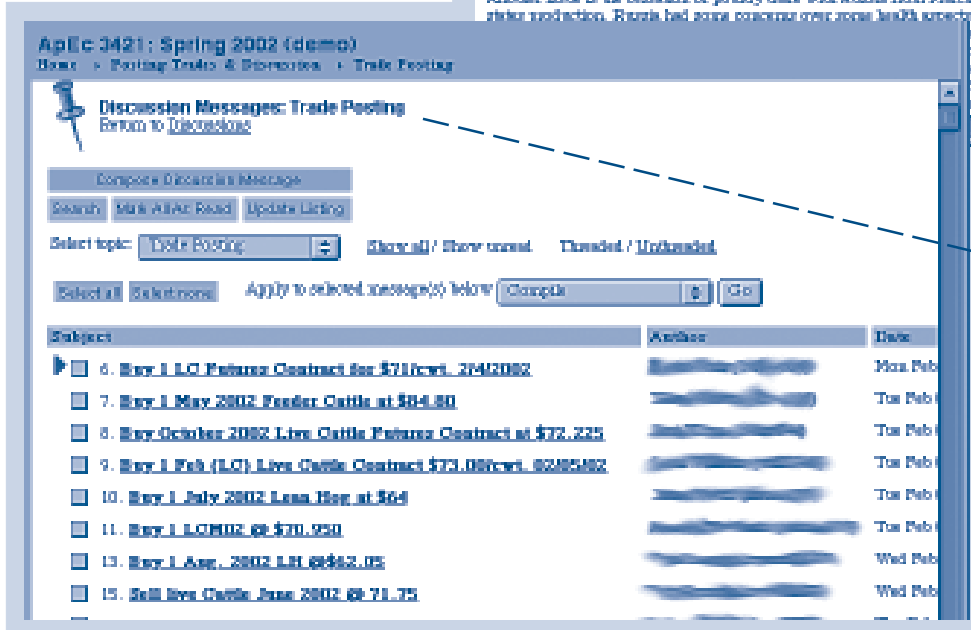
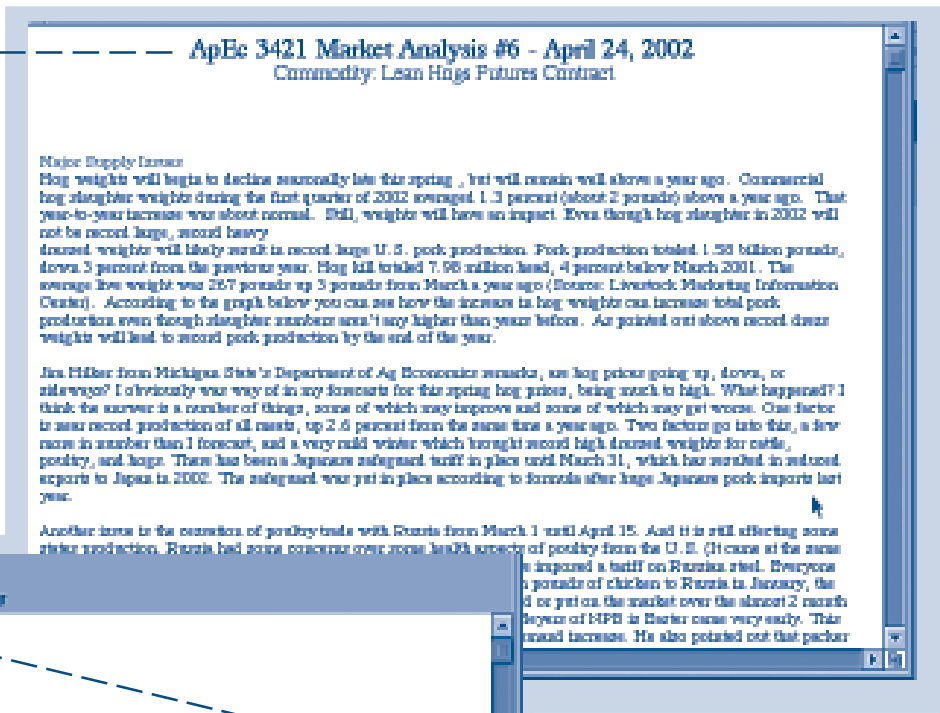
<http://dmc.umn.edu/projects/projects.shtml>

■ Christina Goodland, Digital Media Center

**Figure 4:**  
*Review analyses posted by peers.*



**ApEc 3421  
Market Analysis #6  
Commodity Lean  
Hogs Futures Contract  
Major Supply Issues**



**Figure 5: Post student’s own market analyses and trades.**



**Discussion Messages:  
Trade Posting  
(Authors’ column is intentionally blurred.)**

# The New MNCAT®: a Sneak Peek at Our New Online Catalog

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

This fiscal year the Libraries took a bold new step forward with the launch of new software for our MNCAT® database. All of the records and other information were moved to the new system and the ‘old’ databases—both the Web-based and Telnet systems—are now history. It may take you a few minutes to feel comfortable using the new MNCAT, but the effort is well worth the time investment. Here are a few tips to help you get a hang of the system.

## Set your browser to use MNCAT effectively!

MNCAT requires the use of an Internet browser that supports and has enabled JavaScript, Cascading Style Sheets (CSS) and window pop-ups. Such browsers include Internet Explorer 5.x or higher, Netscape 4.7 or higher and Mozilla 1.0.

### Pop-ups

Since some MNCAT functionality requires pop-ups, software that blocks pop-ups should be turned off. If you are having problems configuring your browser, check with your department’s computer support staff, with the student labs here on campus or with the I-HELP Technology Helpline at <http://www.umn.edu/adcs/help>

### JavaScript

The JavaScript requirement has been a challenge for us in the library. We have tried to minimize the use of JavaScript. However, since most of it is generated by the source code itself, it is something over which we have no direct control. The next release of the library system software used for MNCAT, in beta at this time, does allow us to move to a non-frames design and reportedly has less JavaScript.

### Next release

After we have received that new release, we will do more programming to minimize pop-ups wherever possible. Many of the U.S. libraries, including the

University of Minnesota, that have purchased this system are pushing the vendor to totally eliminate the JavaScript and improve W3C compliance. But, like any software development cycle, that could be a few years out.

## A few quick keyword search tips

- Boolean **AND** is assumed between words. You may use the Boolean operators **AND**, **OR** and **NOT** in your keyword search string. For example, you could type (*heart OR cardiac*) **AND** *surgery* to retrieve all records having either heart or cardiac in them, together with the word surgery.
- Four words are reserved and cannot be searched as keywords unless they are in quotation marks: **AND**, **OR**, **NOT**, **SET**. In most cases one would not want to keyword search for the presence of the first three words; but if one wants to do a keyword search for *set theory*, it needs to be entered as: “*set*” *theory*.
- Use the ? character to find matches that contain portions of words. Use the truncation symbol either at the beginning or the end of a word segment, not in both places on the same word segment. For example, for right-hand truncation, *psychoanal?* will retrieve *psychoanalytic*, *psychoanalysis*, *psychoanalytische*, etc. In another example, for left-hand truncation, *?methane* will retrieve methane, chloromethane, trihalomethane, etc.
- The ? character may also be used to find variant spellings and serves as a placeholder for multiple characters. For example, *alumi?m* will find both the American spelling, aluminum, and the British spelling, aluminium.
- The # symbol can be used to find variant spellings in cases where one version of the word has one more character than another version. For example: *colo#r* will find both *color* and *colour*; and *arch#eology* will find both *archaeology* and *archeology*.

- The **!** character can be used to find variant spellings in cases where a single character may vary. For example: *wom!n* will retrieve both *woman* and *women*.
- Almost all searches are case-insensitive. Lower case letters will find matches of capitalized words and vice versa. For example, *unix* will find matches for *unix*, *Unix* or *UNIX*. The exception to this is searching certain types of call numbers; this was a result of an oversight that will be fixed next time full indexes are run.

## Check us out!

Things may seem quiet but are rarely very dull around here! Of course, most of the ‘action’ involves brain activity. Still, the cerebral endeavors of our users are what has made the University Libraries—and the University itself—what we are today: a top-ranked research institution.

Stop in and take a look around. Check out our Website. Attend one of our free workshops; check them out at: <http://www.lib.umn.edu/registration/>

## The Mighty MNCAT

Today, our MNCAT catalog includes:

- Collections that date to pre-Gutenberg and include online files updated continuously
- Collections in 5 major facilities and 11 branches
- Nearly 6 million print volumes
- An estimated 48,000 serial subscriptions
- Millions of government documents
- Nearly 400,000 maps
- Over 3,000 electronic journals
- Access to 200 online databases
- Holdings information that is instantly updated as we receive our daily newspapers and other material

Perhaps this should be one of your first steps along your research paths.

■ 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](mailto:n-hert@umn.edu)

# Milestones in the Development of the Libraries’ Online Services

**W**ith the launch of our new online catalog, MNCAT, the Libraries are able to offer services and enhancements that were impossible just a few years ago.

## MNLINK

Through our involvement in MNLINK, we are not only moving forward ourselves, but helping bring state-wide library services to a new level beyond that attempted by any other academic library or in any other state. (For details on MNLINK, check out this key Website: <http://www.mnlink.org/>)

## Did you know that:

- For 142 years, the University Libraries have been a designated depository for Minnesota government publications.
- For 132 years the University Libraries have been a federal depository.
- For 90 years the University Libraries have been involved in bibliographic/library instruction!
- 60 years ago this year, the Libraries initiated the nation’s first instructional program in medical librarianship.



- In 1940, we added our one-millionth volume. Now just 62 years later we will soon add our sixth millionth volume.
- In 1987 (just 15 years ago!) the Libraries added the first CD-ROM index to our collections. We were one of the first academic research libraries to embrace this new technology. Today we have over 3,400 cataloged CD-ROMs in MNCAT.
- Since 1968, when Wilson Library first opened, we have more than doubled the size of our collections.
- In 1984, in anticipation of an online catalog of our holdings, the Libraries' card catalogs were officially closed. A microfiche catalog was used until the online version was ready.
- In the Summer of 1987, MinnesotaMEDLINE, our own implementation of the key MEDLINE database, was mounted as a joint effort of HSCS (now part of OIT) and the BioMedical Library.
- In September 1987, the Libraries' first online catalog was launched; it was the first library system to accomplish a complete conversion of its card catalog. The name "LUMINA" was selected in a contest by Libraries' staff, and it's an acronym for Libraries of the University of Minnesota Integrated Network Access.
- In 1991, the same year Gopher and the World-Wide-Web were launched, the Libraries' automated circulation system was established using bar-coded identification cards to check out books.
- In 1994, the Libraries' Electronic Text Research Center opened in Wilson Library; by facilitating in-depth work with primary texts in electronic format, it facilitates research and analysis in the humanities and social sciences.
- In 1995, AgEcon Search: Research in Agricultural and Applied Economics (a free, full-text, Web-based index of the scholarly research in the field of agricultural and applied economics) was launched by staff from Magrath and Forestry libraries and the U's Department of Applied Economics.
- In September 1995, the BioMedical Library mounted COMPENDEX, MEDLINE, Current Contents and other databases on a Unix server housed in Diehl Hall using BioMedSearch for campus-wide searching; it allows users to develop their own profiles for automatic searching of the database at regular intervals, sending results to their e-mail accounts.
- In 1996, the first electronic journals from the American Mathematical Society and Institute of Physics were made available over the Web from the Science and Engineering Library Web page.
- Also in 1996, the National Academy Press led in the creation of 'electronic books' by loading over 900 of its book publications from the 1980s and 1990s for free viewing at their Website.
- In 1997, the Libraries online catalog was renamed MNCAT to avoid confusion with other online products available through LUMINA.
- Also in 1997, the Minnesota Legislature approved a \$12 million appropriation for the establishment of a statewide virtual library. (In 2002 MNLINK's Gateway becomes the 'new' Aleph-based MNCAT.)
- In 1997, the Libraries first added links to other Websites, and the first electronic journals were added to MNCAT.
- In May 1998, the award-winning Plant Information Online was launched by joint efforts of Andersen Horticultural Library and Magrath Library staff.
- On January 7, 1999, the first table of contents and summary fields of book information from vendor Blackwell were first added to MNCAT to enhance records for better retrieval of information.
- In 2000, the Libraries began their first major electronic book contract with netLibrary, putting thousands of links to electronic books into MNCAT and making them available on 'loan' to University of Minnesota clients.
- In May 2000, a new WebZ version of MNCAT inaugurated.
- In June 2000, the Libraries' new Web page design, based on extensive focus group testing with University of Minnesota patrons, was launched.
- In 2001, each day over 300,000 accesses were made to the Libraries Website.
- On July 1, 2002, the Libraries' new Aleph-based MNCAT catalog was launched offering state-of-the-art Web features and services.

■ Nancy Herther, University Libraries,  
<http://www.umn.edu>

## PeopleSoft 8 is Coming in February, 2003

***In case you missed it, here are excerpts from "On the same page"***

### Version 8.0 Upgrade

In February 2003, the University of Minnesota will upgrade its Human Resources and Student Administration systems from PeopleSoft Version 7.6 to 8.0. The upgrade will allow the University to take advantage of a number of enhancements.

Currently, in order to use PeopleSoft Version 7.6, the software must be loaded onto each desktop computer and the user must log in with a PeopleSoft specific username and password.

Users have mentioned that it would be better if they could access PeopleSoft on the web. So in Version 8.0, PeopleSoft is delivering a web-based product, which will allow the user to log into the system with a valid username and password from any computer that meets necessary requirements. PeopleSoft will no longer be loaded onto the desktop.

The basic functionality will remain much the same, but the look, navigation, and some terminology will be slightly different. Once the University has upgraded to Version 8.0, Version 7.6 will no longer be available for use.

The upgrade to PeopleSoft Version 8.0 is projected to occur during the week of Feb. 14-23, 2003.

### Computer Specifications

Users will need at least an 800 MHz Pentium-class processor or equivalent (133 MHz minimum) in order to run the new version of PeopleSoft. Computers with higher processing speeds will be able to pull-up pages and refresh pages

faster than those with slower processing speeds. It is recommended that you have 256 MB of RAM if you are running Windows 2000 or earlier operating systems and 512 MB of RAM if you are running Windows XP. You will need enough memory to run both your operating system (i.e., Windows) and PeopleSoft.

The new web version of PeopleSoft will run on both Macintosh and PC operating systems. Users must have either Internet Explorer 5.0 or higher or Netscape 4.72 or higher.

For questions about computer specifications, contact Phil Kachelmyer at 612-625-6821 or [phk@umn.edu](mailto:phk@umn.edu).

### Training requirements

HRMS staff with update/change ability will be required to take hands-on classroom training appropriate to their access. Users with only inquiry access are strongly encouraged to take the Version 8.0 (non-hands-on) Inquiry Overview class.

OHR Training Services are currently in the process of developing HRMS training materials for Version 8.0 HRMS Version 8.0 course listings and dates will be available on the web at <http://training.finop.umn.edu> beginning Sept. 16.

**HRMS staff with update/change ability who do not attend the appropriate courses will have their access to update stopped in Version 8.0. Inquiry access will be substituted.**

Reinstatement of any lost access will then require taking the appropriate full training course following the February upgrade. For more information, contact either the key contact in your area or Cheryl Madsen at 612-626-7963 or [madse002@tc.umn.edu](mailto:madse002@tc.umn.edu).

### Student Records training requirements

Upgrading to PeopleSoft version 8.0 will require that all PeopleSoft users attend training. If you do not attend training, you will be given view-only access. Until you attend training, you will not be able to perform any functions in the new version of PeopleSoft.

- Training will provide an opportunity for end-users to view the new software. Overview sessions will present the rationale for the decision to upgrade, a walk-through of the new software, and an opportunity for training staff to address questions and concerns, and to solicit users' input. For overview session dates and times, visit <http://training.oess.umn.edu>.
- Training will be delivered to end-users through new hands-on classes and will be a requirement for all users making changes in the system. Training will begin in late fall and continue through implementation.

If you have questions about Student Records Training, please contact the Student Records help desk at 612-625-2803 or by email at [techteam@sossgw.stu.umn.edu](mailto:techteam@sossgw.stu.umn.edu).

■ Issue 1, September, 2002, of "On the same page," courtesy of the Office of the Registrar.

- "On the same page" available at: <http://onestop.umn.edu/Peoplesoft8/news.html>
- To get on the e-mail list you can send e-mail to [rovic001@umn.edu](mailto:rovic001@umn.edu), Tina M.R. Falkner, Ph.D.



# I'm Lucky I Still Have My Job

*a periodic column*

**F**our years ago I started my count down. As each month passed I'd cross it off my calendar, counting down to my new life called retirement.

Back then I never dreamed that my 401k would be valued at only 40 percent of what it was when I started my count down. But I got greedy and I ended up losing most of it.

Today, instead of celebrating my retirement, I'm celebrating that I still have my job!

This turn of events has caused me think of others who may be in the same situation that I am in. I find that more people will tell me that they love their jobs when times are difficult. In a better job market, however, more people tend to say that they don't like their jobs. Whatever your situation, here are some tips to help you hold on to the job you've got.

## **1. Don't make your boss look bad in public**

If you want to keep your job, make your bosses look good, both behind their backs and in front of them!

If you agree with your boss, be supportive. If you don't agree, make sure that in public you seal your lips. If you have constructive comments to share with your boss, do it in private.

(For more information on helping your boss see things your way, read my article about "How to achieve your vision" in the May, 2002 issue of the Information Technology newsletter.)

## **2. Deliver**

You must deliver good results in your job. If your boss likes you, he will want to do favors for you. But if you don't deliver in your job, your boss will only be able to cover you for a short period of time. In the long run, if you want job security, you must deliver something.

## **3. Show up**

In a large organization not every one will know what you are delivering in your job, so it's important that they see you. You need to show up. If they see you consistently, they will think you are a good worker.

**T**hese three tips when applied together will help ensure that you keep your job. All three must be in place for it to work 100%. If any one of them is missing, people will criticize your boss. You may not lose your job immediately, but you will not have 100% job security.

If you practice these tips, you will be able to keep your job for as long as you want it.

■ Shih-Pau Yen, Academic and Distributed Computing 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](http://news.tc.umn.edu), [news.umn.edu](http://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

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

Oct.2002 [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

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