IUPUI
Academic Policies and Procedures Committee
Agenda
Friday April 7, 2006

Minutes of the 2/3/06 meeting were distributed. The March meeting was cancelled.

Announcements from the Chair
- Board of Trustees action on IUPUI Admission standards from today's Board meeting will be shared as soon as the information is received.
  - Note: the IUPUI Admissions standards were approved at the 4/7/06 Board of Trustees meeting.
- PeopleSoft 8.9 implementation schedule
  - See attached
  - As information on the 9.0 product becomes available, decisions will be made about the feasibility of implementing 9.0 in February 2008 instead of February 2009.
- Intercampus Transfer & Returning Student Processes are being reviewed by Enrollment Services offices to increase our ability to serve these students. Included in the review will be a recommendation on how to implement the collection of criminal disclosure information.
- Accelerated Improvement Process (AIP) for business process for enrolling postbac nondegree and graduate nondegree students has been initiated. In addition to the Enrollment Services offices, Science, Education, and Liberal Arts representatives will be involved since these areas have the largest numbers of students in these categories. Betty Jones from Physical Education and Nancy Roof from International Admissions asked to be included. Information will be shared with APPC when the process is concluded.
- Information is being gathered from all academic units on articulation agreements with Ivy Tech.
- ICHE has funded the development of a website that will indicate how courses transfer between public 2 and 4 year academic institutions.
- A subcommittee composed of Amanda Helman, Ken Rennels, and Andy Gavrin will develop a model for the policies and business practices involved with the granting credit prior learning (Prior Learning Assessment.) Anyone interested in joining the group should contact Amanda.

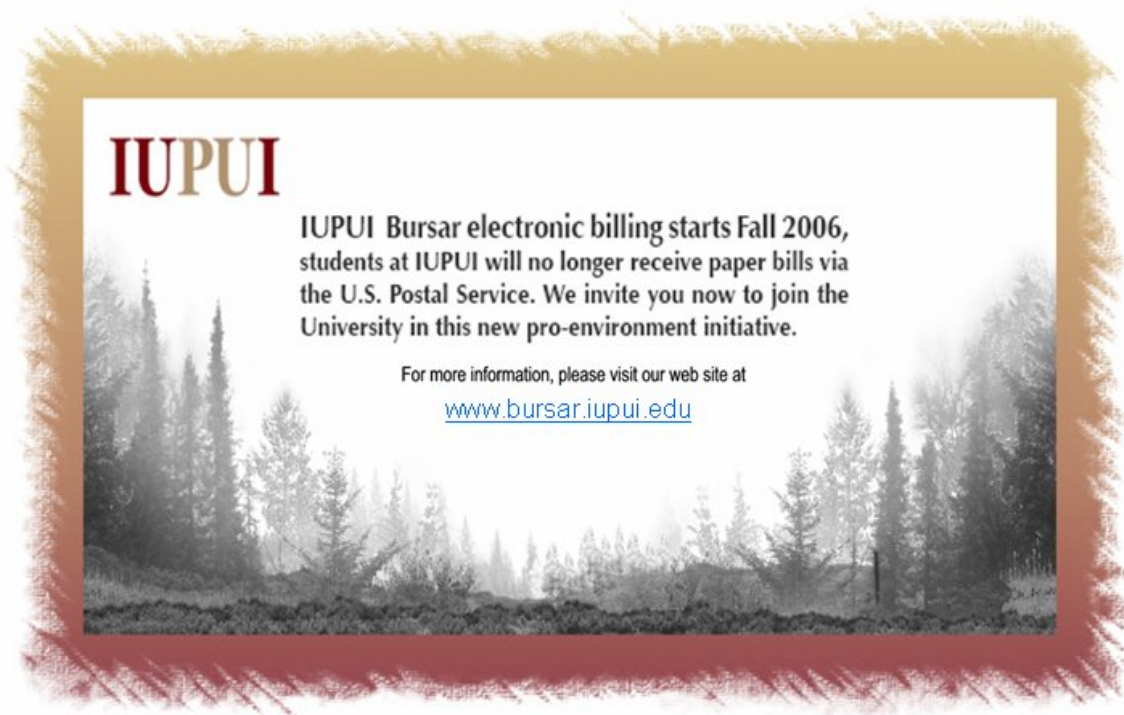**Academic Affairs Committee Report**   *Betty Jones, Chair*
- Final revisions for the Priniciples of Undergraduate Learning will be on the IFC agenda in May
- Revisions to the Policy on Probation, Dismissal, and Reinstatement are still being discussed
- UFC agenda committee has proposed a core curriculum draft document. The draft will be on the UFC agenda for 10 minutes next week. Betty will distribute the draft when it becomes available.

Items for Review, Discussion, or Action
- Computer Application Certificate, School of Engineering and Technology—*Ken Rennels*
  - See attached
  - Kelley School of Business raised concerns about the language in syllabus that use the word 'business' and refer to 'business practices'.
    - Kelley supports the credential but wants to be sure that the appearance of overlap with their courses is addressed.
  - E & T will honor the agreements about the equivalencies of courses that are offered that are similar to the courses within the certificate.
  - Concerns were raised about the name by the Department of Education related to the use in courses that are taken by high school students.
    - Suggested name revision to Computer Technology Applications Certificate

- o This will be a stand alone certificate.
- o IUPUI needs to address how to communicate information to perspective students on which type of certificate/program to pursue
- Immunization Protocol changes—*Mary Beth Myers*
  - o At IUPUI, we must collect information that we have informed students about Meningitis risks and immunizations
  - o The process has been changed so that it will run via CAS authentication. This change assures that we have the correct UID for the student without the student having to remember the UID
- Password Reset changes— *Mary Beth Myers*
  - o When a student sets up the UITS account, the student will be encouraged to answer a set of questions so that when the student forgets the password for the account, the student will not have to physically go to an office to have a new password issued.
  - o The reset will be able to occur via phone if the student provides matching responses to the previously collected information.
- Account Disabled—*Mary Beth Myers*
  - o There have been reports of individuals who have had their accounts disabled when the account should have remained available
  - o In order to determine the source of the underlying problem, let Mary Beth know of specific individuals and UIDs so that she can provide UITS with the information about the individuals
- Experiential Learning (EL) Notations Update--*Mary Beth Myers*
  - o Information is available on the Registrar website including procedures and screenshots
    - ▪ *http://registrar.iupui.edu/transcript/tran-experiential.htm*
  - o In addition to collecting the appropriate EL notation for each course, the Registrar will be collecting information from academic units on the correct a report code identifying the type of course so that the Registrar will be able to generate reports on number and type of courses, frequency of each EL notation, etc.
  - o A class note will be added to each class with an EL notation so the additional requirement is clearly noted for students searching for classes
  - o A class note will be added to learning community courses to identify the fact that at least one of the classes making up that block contains the additional EL requirement
- Changes in Financial Aid preferred lender--*Kathy Purvis*
  - o Lender benefits have been changing to 0 fees so that the student gets the full amount of the loan. IU has renegotiated our arrangement with Sallie Mae
  - o This will requires IUPUI continuing students to go to a different lender—Student Loan Funding
  - o We will be working with all students to sign a new Master Promissory Note
  - o Information has been sent to new students about how to use the preferred lender process so that the student receives the maximum benefits and the least delay in receiving refunds
- Credit for AP examinations—*Mike Donahue*
  - o As IUPUI attracts better prepared students, IUPUI is receiving an increased number of AP test scores. The number of students sending scores has doubled since 2001. In 2005, we received scores from 450 students and approximately 50 students received credit as a result of an acceptable score. More than 50 additional students would have received credit if our credit policy matched national guidelines which recommend college credit for scores of 3 or higher. Currently, Biology, Political Science, Computer Science, English, History, Physics, and Psychology require a score >3 to receive credit.
  - o We would like to establish the policy that the department sets the score to receive course credit, but that scores of 3 which do not receive course credit will be granted undistributed elective credit in the subject area.

- o Dean Ward and Dean Gavrin will review the AP policies in their academic units, check with the departments and inform Mike Donahue on their findings
- Electronic billing for students via OneStart—*Ingrid Toschlog*
  - o Through several billing cycles, students have been notified that they can access their bill electronically and that electronic only billing is coming
  - o This fall, the electronic only billing will be implemented
    - Students will be notified via email that the bill is available
    - In July, the students will receive a postcard reminder that the bill is electronic
    - Information notices about the change were included in the paper bills in April, May, June
    - Multiple other communications means will be used to inform students about the change to electronic billing
    - In QuickPay, the student can authorize someone else to view their account. This process will permit the student to enter another email account that will also receive the electronic bill
    - Individuals who no longer have an IU email address will be sent a paper bill

IUPUI

IUPUI Bursar electronic billing starts Fall 2006, students at IUPUI will no longer receive paper bills via the U.S. Postal Service. We invite you now to join the University in this new pro-environment initiative.

For more information, please visit our web site at
www.bursar.iupui.edu

- A suggestion was made that we have some 'official' designation that will alert students that the message is critical information that the student needs to pay attention to.
  - o Becky will follow up on the suggestion
- Potential change a General Studies degree policy—*Amanda Helman*
  - o *Current Policy*--Students must successfully complete at least 69 of the 120 required credit hours in the arts and sciences. No more than 21 of these 69 credit hours—including credits earned on the basis of a Self-Acquired Competency (SAC) portfolio—may be taken in a single arts and sciences department or subject area. In addition, no more than 30 of the 51 credit hours allowed outside the arts and sciences—including credits earned on the basis of a SAC portfolio—may be taken in any one professional school or technical program.
  - o Suggested Change from the University level General Studies Advisory Committee
    - 27 hours in one department or subject area
    - 39 hours in one professional school or technical program
  - o If you have concerns, contact SusanMarie Harrington or Steven Hundley

- Rick Ward raised a concern about the information that is archived in OnCourse, including grade books. There is a policy that after 3 years, the department needs to pay to have it reactivated. IUPUI policy says that grades need to be maintained for 5 years
  - Becky will follow up
- Gayle Williams raised questions about the IUPUI policy of FaceBook/MySpace. Reportedly Butler and Purdue have policies.
  - Gayle Williams, Debby Grew, and Becky Porter will do some follow up

Future Agenda Items
- Site for reservoir of previously passed policies

Meeting Dates and Locations

January 6, 2006	1:00 to 3:00	CA 136
February 3, 2006	1:00 to 3:00	CA 136
March 3, 2006	1:00 to 3:00	CA 136
April 7, 2006	1:00 to 3:00	CA 136
May 5, 2006	1:00 to 3:00	CA 136

Request for a New Certificate Program

School: School of Engineering and Technology

Campus: Indianapolis

Proposed Title of Certificate Program: Computer Application Certificate (CAC)

Projected Date of Implementation: Fall 2006

I.   **TYPE OF CERTIFICATE:**   (check one)

- ❑ **AREA CERTIFICATES** – These are specialty certificates, often interdisciplinary, which are awarded concurrently with or subsequent to a baccalaureate, masters, or doctoral degree. In one sense, they are like an additional major or minor, and their content may or may not be related to the degree.

- **X** **REGULAR CERTIFICATES** – These programs generally require one semester to one year of academic work. They are structured programs which utilize regular academic credit courses. This type of certificate program corresponds with the ICHE's definition of certificate programs.

- ❑ **UNIT AWARDED CERTIFICATE** – These are granted by sub-units of the university for certain kinds of specialized training or education. They are not recognized as being university awarded but rather unit awarded, and may not utilize only credit bearing courses.

II.   **Why is this certificate needed? (Rationale)**

Knowing how to fully integrate and take advantage of industry application programs is a key skill for office and small business workers. One course in computer applications at the high school or college level does not equip future employees to develop interactive applications and exploit the software to its fullest extent. Business and industry cannot outsource the day-to-day applications necessary to administer a business. And with more and more administrative workers reaching retirement age, the demand is high for skilled workers.

Locally, Ted Reasoner who works at Eli Lilly states that 50% of the work day for 10,000 office workers of the 17,000 Lilly employees is spent using application software such as spreadsheets, databases, and word processing (see attached letter of support).

According to a 2003 U.S. Census Bureau report, more than 54 percent of adults used a computer at work. More than half of all those who used a computer at work used it for word-processing, scheduling and spreadsheet functions. Seventy-two (72) percent used the Internet and e-mail. Estimates for 2005 raise those numbers 68 and 86 percent respectively. (http://www.dailyrecord.com/business/forecast2005/).

According to the Bureau of Labor Statistics (http://bls.gov/oco/oco2003.htm), employment in the information supersector is expected to increase by 18.5 percent, adding 632,000 jobs by 2012. Employment in office and administrative support workers is expected to grow by 6.8 percent, adding 1.6 million new jobs by 2012. The Bureau of Labor Statistics describes overall office automation opportunities to be best for applicants with extensive knowledge of software applications. (http://bls.gov/oco/ocos151.htm). In desktop publishing, for example the bureau of Labor Statistics predicts faster than average employment growth, increasing by 29.2 percent over the next decade (http://bls.gov/oco/ocos276.htm).

III. **List the major topics and curriculum of the certificate**.

The CAC is 18 credit hours. Each course is three (3) credit hours and lasts an entire semester or summer session. This program is a six-course sequence of classes designed to give students a strong background in computer applications by:

- teaching the principles and techniques used in business application software;

- providing a decision framework for the overwhelming variety of choices created by the accelerating pace of technological innovation in information technology;

- introducing the concepts of installation, configuration, security, and troubleshooting, IT consumer education, ethics and leadership;

- acknowledging the importance of the Web in business today and integrating Web design software throughout the CAC curriculum.

Students who complete the certificate program will have a good foundation to prepare for taking MOS (see attachments) and IC[3] certification exams (see attachments). There are three required courses and three elective courses in the certificate:

Required		
Course #	Title	Prerequisite
CIT 106[1]	Using a Personal Computer	None
CIT 206[2]	Advanced Applications and Business Presentations	CIT 106[1]
CIT-E 306	Computer Applications Capstone	CIT 206 plus 2 CAC electives
Electives—Choose 3		
CIT 112[1,2]	Information Technology Fundamentals	None
CIT-E 133	Computer Troubleshooting	CIT 106[1] or CIT E101
CIT-E 201	Information Technology for the Consumer	CIT 106[1] or CIT E101
CIT-E 203	Desktop Publishing	CIT 106[1]
CIT 212[1,2]	Web Site Design	CIT 112[1,2]
CIT-E 301	Protecting Yourself in Cyberspace	CIT 106[1,]
CIT-E 302	Home Networking	CIT 106[1]
CIT 410[2]	Information Technology Ethics and Leadership	Junior Standing

[1]Test Out Available
[2]This course will count toward the CIT Associate and/or Bachelor degree.

IV. **What are the admission requirements?**

Students must meet the undergraduate Engineering and Technology admissions requirements.

V. **List the major student outcomes (or set of performance based standards) for the proposed certificate.**

Desired student outcomes for the Computer Application Certificate include but are not limited to:

- an understanding of the principles and techniques used in business application software;

- a basic decision framework for making selections from the variety of options created by the accelerating pace of technological innovation in information technology;

- an introduction to the concepts of installation, configuration, security, troubleshooting, IT consumer education, ethics and leadership;

- an understanding of the importance of the Web in business today.

VI.   Explain how student outcomes will be assessed (course-embedded assessments, graduate follow-up, employer survey, standardized tests, etc.).

All courses included in the Computer Applications Certificate will be assessed under the School of Engineering and Technology assessment procedures and under guidelines established by ABET, the national accrediting agency for engineering and technology programs. Students will be assessed by traditional classroom standards such as examinations, individual and group projects, and application of course topics in individual assignments.

VII.   Describe student population to be served.

The Computer Application Certificate (CAC) program is ideal for students who wish to gain a broader knowledge of how to use their computers for general applications and small business purposes. Students who wish to attain industry-standard certifications will be well prepared to take the exams. Students who wish to specialize in computer applications while earning a general studies degree will find the CAC especially useful. Finally, students who intend to migrate into an Associate Degree or Bachelor's Degree in Computer Information and Technology can earn up to 12 hours toward their degree while deciding if CIT courses are right for them.

High school students wishing to earn dual high school and college credit via the SPAN program can pursue the CAC online from high schools throughout the state. Our IDOE partners endorse, support and await delivery of the CAC.

VIII.   How does this certificate complement the campus or departmental mission?

The Computer Application Certificate will complement the mission of the Department of Computer and Information Technology by providing quality education for a larger, more diverse student population from a variety of working areas and cultures. These courses will not only be elements of a stand-alone program, they will also be integrated into the CIT curriculum. CIT students as well as Certificate students can benefit from these courses.

The proposed certificate program will fulfill the campus mission in much the same way as it complements the goals of the CIT department. The certificate program will place IUPUI in a position to respond to the fast-paced technological environment, the needs of the community and the alumni within the community.

IX.   Describe any relationship to existing programs within Indiana University.

There is no other academic unit at IUPUI that teaches as wide a range of application and skills courses as does CIT. No other department offers a certificate program in computer applications.

Several other universities are offering certificate programs to satisfy the need for computer application skills as well as the development and maintenance of application products. The University of Maryland and Central Washington University each offer a certificate with required and elective choices... The School of Management at Purdue University – Calumet is in the process of developing such an emphasis. These websites from other institutions about their Computer Applications Certificates:

- http://www.umuc.edu/prog/ugp/certificates/cert17.html
- http://www.universities.com/Distance_Learning/University_of_Maryland_University_College_Undergraduate_Certificate_Computing_and_Technology_Compute_17743.html
- http://www.calcampus.com/cse500.htm
- http://www.nu.edu/Academics/Schools/ExtendedStudies/811-800/811-801.html

- http://www.cwu.edu/~itam/pcappscert.html

X.   **List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).**

No additional resources are requested or required for this certificate program. All courses are currently offered by the department as part of their degree programs.

XI. **Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).**

Students who complete the certificate program will have a good foundation to prepare for taking MOS and IC^3 certification exams. MOS (Microsoft Office Specialist) is the official Microsoft certification for Microsoft Office programs. It is the only globally recognized Microsoft certification designed to prove desktop computer skills and productivity in business programs used the world over.

IC^3 (Internet and Computing Core Certification) is a globally recognized standard and certification for digital literacy that validates basic computer skills and Internet knowledge required to be successful in school, work, and life. More than an assessment of basic computer skills, IC^3 is a global standard with worldwide recognition. The IC^3 certification is offered through Certiport* and other testing centers.

Contact Information:

Janis Stevens, Department of Computer and Information Technology
janstev@iupui.edu

Computer Application Certificate Course Descriptions

CIT 106 Using a Personal Computer
  This course is an introduction to word processing, spreadsheet, database development, and graphical presentation software. It also includes instruction in the use of Windows operating system, the Internet and email. Applications are taught through the use of problem solving tutorial assignments, projects, and tests.

CIT 206 Advanced Computer Applications
  This course covers the advanced topics of office applications in Word, Excel, Access and PowerPoint, as well as establishing desktop publishing skills using Microsoft Publisher. Topics include web-driven applications, forms, and documents, macros, financial functions, worksheet queries, web spreadsheets, web data bases, interactive OLE, VBA, brochures, newsletters, and business forms.

CIT-E 133 Computer Troubleshooting
  The goals of this course are to introduce the concepts of troubleshooting basic and common computer hardware component failures as well as the installation and configuration of the software that drives these components. Using discussion, laboratory demonstrations and exercises, a detailed knowledge of computer hardware and their drivers should be mastered.

CIT 112 Information Technology Fundamentals
  This course provides students with a working knowledge of the terminology, processes, and components of information systems development, and hands-on experience with the Internet and World Wide Web as well as state-of-the-art hardware and software.

CIT-E 201 Information Technology for the Consumer
  This course will provide a decision framework for the overwhelming variety of choices created by the accelerating pace of technological innovation in information technology. Students will learn how to make cost-effective choices among the dazzling array of hardware (e.g. personal digital assistants), software, and service (e.g. broadband and wireless) alternatives available in today's marketplace as well as to use sources of information for future decisions.

CIT-E 203 Desktop Publishing
  This hands-on, interdisciplinary course will provide an introduction to desktop publishing technology, integrating application and hardware. Students will learn how to use desktop publishing to produce flyers, newsletters, brochures, business forms, web forms, and original graphics. Skills are developed through relevant problem-solving tutorial assignments, projects, and tests.

CIT 212 Web Site Design
  This course is designed to give students a basic look at World Wide Web page and site creation. The course involves learning current standard HTML fundamentals, design concepts, links, anchors, use of color, placing graphics, utilization of tables, image maps, forms, site structures, and the use of search engines. The proper design approach for constructing Web sites and related techniques will also be a focus of this class. Currently Dreamweaver MX is used as a Web authoring tool for several assignments.

CIT-E 301 Protecting Yourself in Cyberspace
  This interdisciplinary course will provide an introduction to the importance of protecting a computer in cyberspace. Students will learn the importance of information assurance and security, how to apply security in a small business, school and home environments. Students will study security issues as it relates to web sites, networks, and data protection.

CIT-E 302 Home Networking Course Description
This course will explore the wide variety of technologies used to create a multimedia rich home network. The goal of sharing pictures, music, video, and other files across your home network, as well as using digital media networking equipment will be the focus of the course. In-depth topics include creating a home network (wired or wireless), the configuration and security of the network, broadband access possibilities, personal video recorders, streaming content from your PC or personal video recorder to somewhere else in the house, legal uses of purchased copyrighted materials, and the variety of solutions that can make this all possible. There will also be an opportunity to discuss your own home networking goals and come up with solutions for them.

CIT 410 Information Technology Ethics and Leadership
This course provides participants with ability to understand and analyze ethical and leadership issues in a highly dynamic IT environment. Participants also learn about legal, management, moral, and social issues of IT in a global society. It supports the growing need to sensitize individuals concerning ethical utilization of information technology.

CIT E-306 Computer Applications Seminar
This three-credit-hour project-based, service learning course allows students to use knowledge gained in CAC courses to create a product for a business or other organization focusing on the use of computer applications to carry out business operations. Students will have to evaluate, design, and implement a system based on customer needs. Students will also explore the role of commonly use database and web design application software and use it to complete their product if applicable.

The MOS Exam

MOS (Microsoft Office Specialist) is the official Microsoft certification for Microsoft Office programs. It is the only globally recognized Microsoft certification designed to prove desktop computer skills and productivity in business programs used the world over

MOS (formerly also known as MOUS) exams use "live" or real applications to provide the most authentic evaluation of your knowledge, skills, and abilities. It is the industry standard for desktop productivity. Exams are available for Microsoft Office 2000, Office XP, and Office 2003.

MOS is globally recognized for employment opportunities, career advancement, and further education:

- For employment
  - √ Differentiates and helps job candidates get hired. Research shows not only do Microsoft Office Specialists find work faster, they also earn up to 12% more than individuals who are not certified
  - √ Provides a firm measure that validates Microsoft Office training
  - √ Gives credibility and substance to work skills

- For career advancement
  - √ Increases salary potential. Research shows 82% of certified Microsoft Office Specialists report a salary increase after certification
  - √ Sets company advancers apart as a desktop computing experts in their organizations
  - √ Provides career opportunities. Eighty-eight percent of managers report Microsoft Office certification gives employees an advantage in hiring and promotion, which means greater earning power, respect, and recognition

- For further education
  - √ Provide a professional credential recognized around the world
  - √ Help earn cost-effective college credit
  - √ Demonstrate computing efficiency essential in the workplace

The IC³ Exam

IC³ (Internet and Computing Core Certification) is a globally recognized standard and certification for digital literacy that validates basic computer skills and Internet knowledge required to be successful in school, work, and life. More than an assessment of basic computer skills, IC³ is a global standard with worldwide recognition. The IC³ certification is offered through Certiport* and other testing centers.

Exposure to computers does not equal understanding. IC³ Certification validates skills and productivity in the workplace. It provides core skills and knowledge necessary to use some computer applications and the Internet. It effectively tests computing knowledge and skills to ensure mastery is achieved. The IC³ certification is a resume-building standard certification as proof of successful completion of the program, while providing the foundation necessary to further enhance productivity and marketability with other desktop application-specific certifications.

IC³ certification demonstrates knowledge about digital literacy, computer applications, and the Internet through a worldwide industry standard. The IC³ training and certification program covers a broad range of computing knowledge and skills that proves competency in the areas described below. Individuals seeking IC³ certification are required to take and pass all three IC³ exams. The one-hour exams and objectives are listed below:

I. Computing Fundamentals:
- Computer Hardware
  - √ Identify types of computers, how they process information and how individual computers interact with other computing systems and devices
  - √ Identify the function of computer hardware components
  - √ Identify the factors that go into an individual or organizational decision on how to purchase computer equipment
  - √ Identify how to maintain computer equipment and solve common problems relating to computer hardware
- Computer Software
  - √ Identify how software and hardware work together to perform computing tasks and how software is developed and upgraded
  - √ Identify different types of software, the tasks for which each type of software is most suited, and the popular programs in each software category
  - √ Identify fundamental concepts relating to database applications
- Using an Operating System
  - √ Identify what an operating system is and how it works, and solve common problems related to operating systems
  - √ Manipulate and control the Windows desktop, files and disks
  - √ Identify how to change system settings, install and remove software

II. Key Applications
- Common Program Functions:
  - √ Be able to start and exit a Windows application and utilize sources of online help
  - √ Identify common on-screen elements of Windows applications, change application settings and manage files within an application
  - √ Perform common editing and formatting functions

√　Perform common printing functions
- Word Processing Functions:
  - √　Be able to format text and documents including the ability to use automatic formatting tools
  - √　▪Be able to insert, edit and format tables in a document
- Spreadsheet Functions:
  - √　▪Be able to modify worksheet data and structure and format data in a worksheet
  - √　▪Be able to sort data, manipulate data using formulas and functions and add and modify charts in a worksheet
- Presentation Software:
  - √　▪Be able to create and format simple presentations

III. Living Online:
- Networks and the Internet
  - √　Identify network fundamentals and the benefits and risks of network computing
  - √　Identify the relationship between computer networks, other communications networks (like the telephone network) and the Internet
- Electronic Mail
  - √　Identify network fundamentals and the benefits and risks of network computing
  - √　Identify the relationship between computer networks, other communications networks (like the telephone network) and the Internet
- Using the Internet
  - √　Identify network fundamentals and the benefits and risks of network computing
  - √　Identify the relationship between computer networks, other communications networks (like the telephone network) and the Internet
- The Impact of Computing and the Internet on Society
  - √　Identify network fundamentals and the benefits and risks of network computing
  - √　Identify the relationship between computer networks, other communications networks (like the telephone network) and the Internet

*Some of the above information is taken from www.certiport.com

Letter of Reference

Dear Jan,

Please allow me to express a concern of mine that I don't think the University is properly preparing students for the business world. This belief stems from my involvement with industrial workers. As you know, I am an adjunct faculty member in the CIT Department. This means that I must have other employment to survive. For the past fifteen years that employment has been provided by General Motors and Eli Lilly. It is at these companies that I have witnessed an untold number of instances where employees work inefficiently because their basic computer skills are inadequate. Many of these people spend as much as 90% of their time working on computers.

Let me try to express my frustration with the inadequacies of computer expertise in the business workplace.

o I just completed a 5 week project where I took the top workers from my plant at Eli Lilly to complete software testing of a new enterprise resource planning (ERP) system. These people did not know how to take a screen shot and paste it into a MS Word document. We worked 5 weeks, 10 hours per day, 6 days a week and during the last week I had to help our manufacturing representative find a file she had saved. She basically has no file management skills.

o A sales manager a short time ago was lamenting that he would have to spend his entire weekend comparing two huge MS Excel files for mismatches. Although it was already late on Friday afternoon, I told him to return to his desk and send me the files. He did so and then returned to my desk where I had imported them to MS Access, had found his mismatches, exported back to Excel, and was in the process of emailing the results back to him as he returned to my desk. He was in awe. He is now my "best friend."
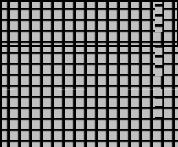
o I had a lady in CIT106 class that was an administrative assistant and taking 106 to learn Excel. She told me that her company had trained her well in MS Word, and she had used it for a couple of years. She knew she would breeze through that portion of the course. After doing the homework for Chapter 3 of MS Word, she came to class with the certificate that her company gave her for passing their Word training and in front of the class ripped it in two.

o Lastly, I would like to share an experience that I was involved with this past July. Two very bright and high powered computer application professionals came to me for help. They had a number of very large Excel files with multiple tabs in each. It was again Friday afternoon, and they needed to manipulate this data. These gentlemen have their Masters degrees and twenty years each of computer support. I worked that weekend on their files to produce what they needed. The most difficult task I performed was a VLOOKUP.

Everyday in business the number of computer users grows. At Lilly (17,000 Indianapolis employees) all employees are computer users. Training is required for everyone and supplied online. Everyone has an email account, and the company communicates to employees through that tool. The Human Resources Department is a small fraction of what it was because benefits, job placement, and other department functions are online. Office workers (approximately 10,000 of those 17,000 workers) spend at a minimum 50% of their time on the computer. Their computer skills are frightfully questionable.

I just changed the margins of this document to avoid having a two page document. Most of those 10,000 Lilly employees would not have known how to do that.

8.9 & 9.0 Upgrade Planning

Upgrade Scenarios and Activities	FY 05-06 Jan-Mar Apr-Jun	Fiscal Year 06-07 Jul-Sep Oct-Dec		Jan-Mar Apr-Jun	Fiscal Year 07-08 Jul-Sep Oct-Dec	Jan-Mar Apr-Jun	Fiscal Year 08-09 Jul-Sep Oct-Dec	Jan-Mar Apr-Jun
On-going Releases & Enhancement Projects								
Enhancement projects		**Freeze 8.0 Development Work**						
Refine business processes *Infrastructure projects (i.e. PT upgrade, DB, etc)*								
Upgrade 8.0 to 9.0 - February 2008								
~ 19 -24 month project	**1st pass of 8.9 upgrade**	**8.9 work**			**8.9 & 9.0 work**	**Feb Go Live**		
Prerred upgrade strategy			**9.0 avail**				**8.0 Expires**	

* Version 9.0 is targeted to be available late 2006 / early 2007 with upgrade scripts trailing by 3 months
* HR/SA 8.0 maintenance expires 8/31/08

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