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Benchmarks - April, 2012

Campus Computing News



Hooper named Vice Provost for Information Technology, UIT now reports to Academic Affairs

By [Claudia Lynch](#), *Benchmarks* Online Editor

Warren Burggren, Provost and VP for Academic Affairs, announced last month that John Hooper's title has changed "to align the UNT title more accurately with the current actual duties of this position." His Interim Vice Presidential title has been changed to Vice Provost for Information Technology and Chief Information Officer. Although no longer a member of the President's cabinet, Hooper will continue to serve as the University's Chief Information Officer (CIO.)

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Faculty Evaluation Processing Tips

By [JoAnn Luksic](#) Data Manager, Academic Computing and User Services

It's getting to be that time of the semester again. - Ed.



Make sure you have the latest information when you prepare departmental evaluations for processing by Data Management. Following are some tips that will help to ensure your evaluations are processed in a timely manner.

[Read more](#)



TODAY'S CARTOON

Click on the link above for an information age laugh.



By the Numbers

UNT Bulk Mail Messages January - March 2012*

	Total Msgs	To Mē
Total Messages	811	39
Number of Official Msgs	60	1
Number of Announcements	373	37
Number of Course Related Msgs	378	
Total Messages in Jan	257	12
Total Messages in Feb	283	17
Total Messages in Mar	271	9

*UNT Bulk Mail is used to send e-mail messages to students' University-provided e-mail accounts.



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Campus Computing News



The Office of the Vice Provost for Academic Affairs is responsible for the university's academic success.

Organization of Academic Affairs

The university's academic success is the primary responsibility of the Vice Provost for Academic Affairs.

Responsible for the university's academic success.

Responsible for the university's academic success.

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The full text of Burggren's announcement is contained in the March 2012 "[Provost Update](#)" under the title "Administrative Transition." See: <http://vpaa.unt.edu/provost-a-green-light.pdf>

According to Hooper, "this change came about due to the shifting of much of what was IT at UNT to shared services at the system, [and] it was time to revisit the placement of the CIO in the organization at UNT. After careful consideration, the best fit was in Academic Affairs so UIT now reports to Academic Affairs."

Hooper reiterated that this reassignment of University Information Technology (UIT) has no impact on the IT services delivered to the UNT community. UIT will continue to provide research, academic, classroom, and departmental IT support services to all UNT campuses in Denton.

Other than his role on the cabinet, Hooper's duties and responsibilities have not changed. As Burggren noted, in addition to the UIT responsibilities Hooper will continue to serve as the university's CIO where he will represent UNT in system level IT governance, develop strategic directions for IT, provide IT compliance reporting, develop IT policies and standards in collaboration with ITSS, and act as the university's Information Resource Manager as defined by the State of Texas. He will also continue his dual role at the UNT System as Deputy CIO.



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Faculty Evaluation Processing Tips

By [JoAnn Luksich](#) Data Manager, Academic Computing and User Services

It's getting to be that time of the semester again. - Ed.

Make sure you have the latest information when you prepare departmental evaluations for processing by Data Management. Following are some tips that will help to ensure your evaluations are processed in a timely manner.

1. Complete an **ITSM Data Management Evaluation ticket** at <http://itsm.unt.edu> Be sure to include a contact person and phone number as well as the correct semester and year at the top of the form.
2. Use **ONLY** NCS Scantron #4521 for evaluations.
3. Indicate whether you wish for the professors' names to be included on the report, or whether you wish for codes only to appear on the reports.
4. Important: If you are requesting the instructors' names to be included, please provide us with a list of professors and codes assigned to them.
5. **MOST IMPORTANTLY** - Each group of scantrons must be separated (paper clips, rubber bands, envelopes, etc.) at each point the instructor OR course OR section changes. Also, please be sure that scantrons are all face up, with the "cut" corner aligned.
6. The **FIRST SCANTRON** of each group must have the Instructor number, Course number and Section number written and bubbled in the Identification Code field. The following scantrons of that group do not necessarily need to be coded.

Evaluations are processed by [Data Management](#) -- in Sycamore Hall 140 -- in the order they are received. Please feel free to contact us: joann.luksich@unt.edu or 940-369-7416



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Today's Cartoon



From "Today's Cartoon by Randy Glasbergen", posted with special permission. For many more cartoons, please visit www.glasbergen.com.



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Network Connection

By [Dr. Phillip Baczewski](#), Senior Director of Academic Computing and User Services and Deputy Chief Information Officer for University Information Technology

BYOD

You may know the meaning of BYOB, but have you heard of BYOD? Rather than referring to a particular kind of bottle, BYOD stands for "bring your own device." That's not just any device, either. The device in question is some kind of portable Internet capable gadget like a smart phone or tablet computer. Where are you going to bring such a device? The answer is to school or to work.

Smart *and* Popular

Smart devices are so popular, that most professionals and many students have have at least one and sometimes two or more. While smartphones are reportedly only 35% of the cell phone market, they are [expected](#) to grow to sales of over a billion world wide by 2014. Add [tens of millions](#) of iPads to the mix, and that's a whole lot of smart devices.

What makes smart devices smart is their ability to do many of the tasks we've previously only been able to do on our desktop or laptop computers. If you can browse the web, answer your e-mail, view and edit documents of various kinds, and talk on the phone, then you have a complete set of office technology that fits in your pocket. What may be missing from this picture are the files and data that you routinely use to get your job done.

Virtual Desktop Infrastructure

One solution to support office productivity is a Virtual Desktop Infrastructure (VDI). VDI provides the applications and data available on a typical PC (usually Windows) within a window on a remote computer or smart device. VDI requires an investment in a substantial server and storage infrastructure, so it doesn't make financial sense right now to invest in a VDI infrastructure while still buying desktop computers for employees. However, if we all have a tablet computer that goes with us everywhere, including work, the days of a personal computer on every desk may soon be a thing of the past.

At school, at work ...

BYOD in K-12 schools is being [considered](#) to increase access to technology-based instruction. While much is written about technology in K-12 education, the reality often falls well short of plans. At my son's high school, they didn't install lockers because they had a plan to use online textbooks. The reality is that students lug around 50 pounds of books on their backs. It's easier to talk about than implement technology. But many students are already bringing their own devices to high schools and schools seem resigned to this fact. They set rules about when the devices can be used, but seem unable to integrate these devices into the curriculum (perhaps because it's not on the test.)

In government, there are an [increasing](#) number of policies being developed to accomodate the trend toward BYOD. But use of personal devices is not without some additional [complication](#). When government employees use their personal devices for work, those devices can become the target of e-discovery in lawsuits and public information requests. Other issues include security, support, and mobile device management, when there is a mix of personal and work software and data.

Obstacles remain

Policy and security issues aside, the greatest barrier to BYOD at this point may be one of functionality. As long as it remains difficult to access or manage information on a personal device, you are going to want a desktop PC of some kind as a home base. MacWorld has [said](#), "The sad truth is that iPad file management is a chore." While [cloud storage](#) seems to be the ideal solution to file management, use of such services poses problems for organizations, including data security and integrity, data recovery, and reliability. And you may run the risk of losing everything you've stored in the cloud, if the service [runs afoul](#) of the branch of government run by the entertainment media.

And yet ...

Many of us already browse the web, receive our e-mails, and keep our calendars on our phone, so don't be surprised if your next PC is an iPad and you bought it. While we have a ways to go before all the tools are available to make BYOD a reality, the desktop PC may soon be a thing of the past. Let the technology party begin. BYOD.



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UIT Helpdesk

The [name had changed](#) slightly but their services remain the same. Just remember:

When all else fails ...

If you have a computing question and/or problem and can't think of who to contact or where to look for a solution, just remember this: **Contact the Helpdesk**

The University Information Technology (UIT) Helpdesk is located in room 119 of Sycamore Hall ([SYMR](#) - formerly the Information Science Library, ISB), directly beside the [The Eagle Commons Library](#). Besides stopping by or searching for answers on the website, you can call the Helpdesk at 940-565-2324 or send mail to helpdesk@unt.edu. Their hours are listed on the website.

Visit the UIT Helpdesk:

<http://www.unt.edu/helpdesk/>



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Helpdesk FYI

By [Jonathan "Mac" Edwards](#), UIT Helpdesk Manager

CITC Helpdesk now the UIT Helpdesk

As you may have read previously in *Benchmarks Online*, ACUS is now a member of University Information Technology. On Monday 4/9/12 the CITC Helpdesk changed our name to the UIT (University IT) Helpdesk. Most of our Websites and KB items should be updated already or will be soon.

Why are we making this change?

With the move of most CITC organizations to the UNT System level, there was a need to rename the CITC to better define the roles and reporting structure of the new IT divisions. Those IT divisions at the System Level are now referred to as **Information Technology Shared Services** or **ITSS**.

Former CITC groups that remained associated with the UNT Denton campus (such as ACUS) are now grouped under the **University Information Technology** or **UIT** name. More detailed information on who is doing what (and what names they are going by) can be found in the [December 2011 issue](#) of *Benchmarks Online*. Also, as stated in this month's "[Campus Computing News](#)," UIT now reports to Academic Affairs.

This will not change our service, but you will hear a new greeting when you call; don't be alarmed!



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RSS Matters

Research and Statistical Support University of North Texas

Simulation as an important method for learning and a necessary step of good research practice.

Link to the last RSS article here: [A brief reminder about Sample Size -- Ed.](#)

By **Dr. Jon Starkweather**, Research and Statistical Support Consultant

One of the things I've come to realize, working here at [RSS](#), is the value of generating and playing with data. It sounds like a trivial or childish exercise but, it often leads to greater understanding of an analysis and the results one can expect from various oddities of real-life data. Creating fake data, or simulated data, forces one to have an understanding of the effects one is attempting to model as well as the underlying assumptions of a particular analysis. Regardless of whether one is doing a simple one-sample *t*-test or the most complex multivariate analyses; if one takes the time to create the model with simulated data, then one must understand the nature of the effects. All too often researchers are overconfident of their results without understanding the relationships underlying those results.

The rise of Samplonia

An excellent use of simulated data is in the realm of teaching. This idea first occurred to me after reading the first chapter of Bethlehem (2009). The first chapter of Bethlehem's textbook describes the island nation of Samplonia and fortunately, Samplonia keeps a very detailed record of all its inhabitants (age, gender, etc.). Bethlehem provides a table which shows the population of each province and district, as well as a few paragraphs description of each district's economy, agriculture, and citizen income. A map detailing Samplonia's provinces and districts, as well as geographical features and terrain appear at the end of the first chapter. Of course, Samplonia is fictitious and Bethlehem created it (and its data) so that each example in his textbook would have relevance by using the Samplonia data set – thus giving the student/reader an enduring context for each chapter's examples and exercises. This is a wonderful idea and replicates the kind of familiarity researchers' gain when they collect their own data. The same principle could be easily applied to virtually any statistics course. Homework assignments and in class demonstrations could use one, albeit large, data set for an entire course. Furthermore, once the script was written for creating a population data set, an instructor would only need to run the script each semester to produce a new population, or sample, of data – thus making each semester's data unique but generated from the same model(s); with the same population parameters.

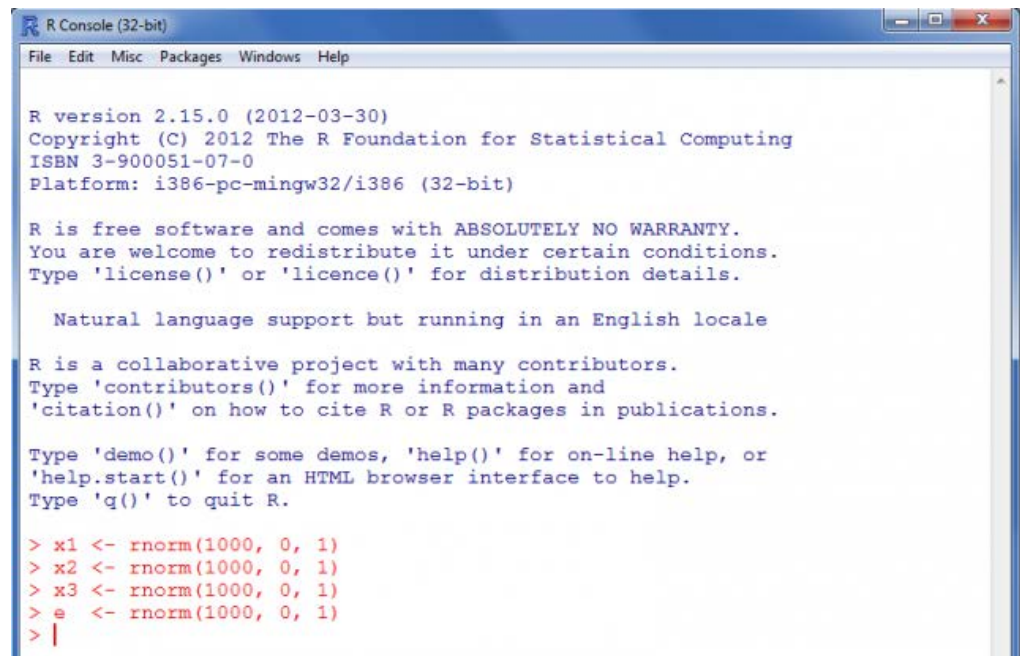
An example of simple model simulation

Suppose we are conducting some research and prior to collecting the data we would like to have some idea of how the data *should* look if our model is as good as we would like. For the purpose of this example, we are hypothesizing something as simple as an ordinary least squares (OLS) linear regression model with three interval/ratio predictor variables (x_1 , x_2 , & x_3) and one interval/ratio outcome variable (y). The corresponding model looks like equation (1)

below and assumes linear relationships among each of the predictors and the outcome, normally distributed error (ϵ), and no multicollinearity.

$$y = \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \epsilon$$

Programming such a model into R is rather easy with the 'rnorm' function – which creates a vector of random normal deviates for given mean and standard deviation. The defaults for the mean and standard deviation of those deviates are 0 and 1. In R, the following commands are used to create the data for the three predictors (x_1 , x_2 , & x_3) and the error term (ϵ). Below, each variable (and the error term) has a mean of zero and a standard deviation of one; which, as stated, are the defaults of the 'rnorm' function. Also notice we are using a sample size of 1000. It is often useful to create variables (and models) using standardized (Z-score) data ($\mu = 0$, $\sigma = 1$) and then rescale the data into more meaningful measured scales afterward (e.g., mean of 20, standard deviation of 2).



```
R Console (32-bit)
File Edit Misc Packages Windows Help

R version 2.15.0 (2012-03-30)
Copyright (C) 2012 The R Foundation for Statistical Computing
ISBN 3-900051-07-0
Platform: i386-pc-mingw32/i386 (32-bit)

R is free software and comes with ABSOLUTELY NO WARRANTY.
You are welcome to redistribute it under certain conditions.
Type 'license()' or 'licence()' for distribution details.

Natural language support but running in an English locale

R is a collaborative project with many contributors.
Type 'contributors()' for more information and
'citation()' on how to cite R or R packages in publications.

Type 'demo()' for some demos, 'help()' for on-line help, or
'help.start()' for an HTML browser interface to help.
Type 'q()' to quit R.

> x1 <- rnorm(1000, 0, 1)
> x2 <- rnorm(1000, 0, 1)
> x3 <- rnorm(1000, 0, 1)
> e <- rnorm(1000, 0, 1)
> |
```

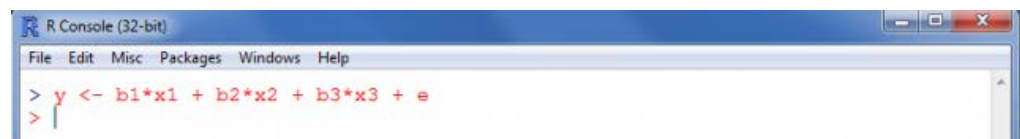
Next, we need to create the β coefficients – which should be approximated based on a thorough literature review and/or previous research with the variables under study. For the sake of the example, we use 0.9 for the first variable's coefficient (β_1), 0.6 for the second predictor's coefficient (β_2), and 0.3 for the third predictor's coefficient (β_3).



```
R Console (32-bit)
File Edit Misc Packages Windows Help

> b1 <- 0.9
> b2 <- 0.6
> b3 <- 0.3
> |
```

Using the coefficients and the random normal deviates (created above), we can then create the outcome variable (y) by applying equation (1).



```
R Console (32-bit)
File Edit Misc Packages Windows Help

> y <- b1*x1 + b2*x2 + b3*x3 + e
> |
```

We can check to make sure the model accurately reflects what we put into it by running a simple linear model function (lm) and requesting a summary of the fitted model (model.1).

```

R Console (32-bit)
File Edit Misc Packages Windows Help

> model.1 <- lm(y ~ x1 + x2 + x3)
> summary(model.1)

Call:
lm(formula = y ~ x1 + x2 + x3)

Residuals:
    Min       1Q   Median       3Q      Max
-3.3162 -0.6341  0.0103  0.6257  3.6424

Coefficients:
            Estimate Std. Error t value Pr(>|t|)
(Intercept)  0.05057    0.03232   1.565   0.118
x1           0.85749    0.03211  26.708 <2e-16 ***
x2           0.61772    0.03218  19.195 <2e-16 ***
x3           0.28139    0.03149   8.935 <2e-16 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 1.022 on 996 degrees of freedom
Multiple R-squared:  0.5419,    Adjusted R-squared:  0.5405
F-statistic: 392.7 on 3 and 996 DF,  p-value: < 2.2e-16

> |

```

We could rescale the variables (x_1 , x_2 , x_3 , & y) into any numeric scale we desired by simply multiplying the variable by the desired standard deviation and then adding the mean. As an example, we can transform the standardized scores of x_2 to have a mean of 20 and a standard deviation of 2; creating the new variable 'x2.new' in the process.

```

R Console (32-bit)
File Edit Misc Packages Windows Help

> x2.new <- (x2 * 2) + 20
> summary(x2.new)
   Min. 1st Qu.  Median    Mean 3rd Qu.    Max.
 13.44  18.52   19.94   19.96  21.43   26.84

> |

```

It would be very simple to simulate a corresponding null model (no effect) for the alternative (or hypothesized) model specified above. To create a null version of this model, one would simply replace one or all coefficient values (0.9, 0.6, & 0.3) with values at or near zero (0.001, 0.001, & 0.001).

```

R Console (32-bit)
File Edit Misc Packages Windows Help

> x01 <- rnorm(1000, 0, 1)
> x02 <- rnorm(1000, 0, 1)
> x03 <- rnorm(1000, 0, 1)
> e0 <- rnorm(1000, 0, 1)
> b01 <- 0.001
> b02 <- 0.001
> b03 <- 0.001
> y0 <- b01*x01 + b02*x02 + b03*x03 + e0
> model.0 <- lm(y0 ~ x01 + x02 + x03)
> summary(model.0)

Call:
lm(formula = y0 ~ x01 + x02 + x03)

Residuals:
    Min       1Q   Median       3Q      Max
-4.0344 -0.6929  0.0409  0.7115  3.5582

Coefficients:
            Estimate Std. Error t value Pr(>|t|)
(Intercept)  0.04608    0.03255   1.416   0.1572
x01          0.06155    0.03364   1.829   0.0676 .
x02          0.04043    0.03283   1.231   0.2185
x03          0.06531    0.03237   2.018   0.0439 *
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 1.029 on 996 degrees of freedom
Multiple R-squared:  0.008706,    Adjusted R-squared:  0.00572
F-statistic: 2.916 on 3 and 996 DF,  p-value: 0.03335

> |

```

Notice in the image above, our null model (i.e. no effect) still indicates significance for one of the predictors and the F value. This is due to the sample size of 1000; which reinforces the idea that p values can be extremely misleading.

Conclusions

Virtually any model can be simulated in [R](#) using simple functions like the ones shown here. The 'rnorm' function is the one most frequently used, however [R](#) contains several other analogous functions for other types of distributions. The 'stats' package, which is included in the base install of [R](#), contains the 'rexp' function produces random deviates for an exponential distribution, the 'rpois' produces for a Poisson distribution, the 'rbinom' function for a binomial distribution, the 'rbeta' function for a beta distribution, the 'runif' function for a uniform distribution, the 'rchisq' for a chi-square distribution, the 'rcauch' for a Cauchy distribution, the 'rgamma' for a gamma distribution, the 'rt' function for a *t* distribution, the 'rweibull' function for a Weibull distribution, and the 'rlogis' for a logistic distribution. Other packages contain even more functions related to simulating data, for example; the '[MASS](#)' packages contains the 'mvrnorm' function for creating variables from a user specified multivariate normal distribution. Other packages related to simulation include: [asd](#), [betategarch](#), [BoolNet](#), [csampling](#), [ecolMod](#), [egarch](#), [ezsim](#), [Geneclust](#), [GenOrd](#), [glmDM](#), [hyPred](#), [memisc](#), [MigClim](#), [nanop](#), [NPSimex](#), [pensim](#), [phylosim](#), [polyapost](#), [portfolioSim](#), [qrFactor](#), [RandomFields](#), [sde](#), [simecol](#), [simFrame](#), [simPopulation](#), and [TreeSim](#). Another very popular package is '[Zelig](#)' developed by [Imai, King, and Lau](#), which also has easy to use functions for simulation. Keep in mind, entire populations can be simulated in [R](#) and then sampled from using the 'sample' function (either randomly or nonrandomly). See the [Introduction to R Short Course](#) for more complex examples of simulating data and models.

Until next time; *me and my Arrow are straighter than narrow...*

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ITC News

According to the Information Technology Council (ITC) [website](#), "As of June 5th, 2008, the IRC (Information Resources Council) became the ITC (Information Technology Council)." * * *

Tuesday, December 20, 2011

Members Present: Jim Byford (CENG), Tim Christian (Chair), Matt Cooper (GSC), Dorothy Flores (CITC AIS), Katy Gallahan, Jane Himmel (ITC IPG), Elizabeth Hinkle-Turner (ITC SCG), John Hooper (CIO), William "Bill" Moen, (VPAA), Patrick Pluscht, (VPAA CLEAR), Charlotte Russell (ITC SPPG) **Members Absent:** Joe Adamo (CITC), Judith Adkinson (COE), Philip Baczewsk (ACUS), Michael Baggett (CVAD), Cengiz Capan (COB), Will Clark (UNT Dallas), Jim Curry (CITC CSS), Renee Drabier (UNT HSC), Yunfei Du (COI), Martin Halbert (Libraries), Bruce Hunter (CAS), Abraham John (CITC), Troy Johnson (VPAA Enrollment), Scott Krejci (GALMAC), Ramu Muthiah (ITC CPG), Jon Nelson (MUSIC), Joey Saxon (Finance), Will Sean, Chris Stoermer (Staff Council), Scott Warren (Faculty Senate), Ruthanne Thomas (ORED), Kiseol Yang (SMHM) **Guest(s) Present:** Michael DiPaolo (ITSS)

Called to Order: 2:00 p.m. in GAB 210M

The [minutes of November 15th](#), 2011 meeting were approved without correction.

Data Governance presentation rescheduled

Tim opened the meeting to state the overview of Data Governance presentation by Will Senn will be rescheduled on the agenda for the next regularly scheduled meeting.

Data Visualization presentation

Matt Cooper delivered his Data Visualization presentation. Members discussed the dynamics of the tool (structure of the data on the back-end, how the data can be pulled smartly into other systems in a more direct connection as possible), and compared with other tools available, as well as keeping in compliance when using the tool to move data with regard to who has access to the data. Tim stated this item should be re-addressed at the next scheduled meeting to discuss in parallel with the Data Governance plan to use the tools we already have to their full scapability, and if there is value in some other product (Tableau, Clickview) that can be justified. Tim requested Matt to offer in some quantitative or qualitative way what some of the advantages Data Visualization has and how it is more useful over other tools that are being used on campus. Matt will submit his presentation to Tim so he can make it available to all members. Michael stated it is important for other institutions to be able to add on to licenses. Tim wants to have a charge embraced for this at the next meeting.

Connecting System IT Governance with UNT IT Governance

Tim began the next topic on the agenda regarding connecting System IT Governance with UNT IT Governance of how it is funded, what it is, what is the extent of the ITC's responsibility and opportunity in terms of getting things done, and if it is about coordination and consensus building. Tim will meet again with the Provost February about the plan. Tim discussed his intent to re-write the Charter in Spring 2012 to reflect what the group is working on, and how it will be helping the University.

DCSMT

Philip reported the response from DCSMT of ITC's charge requesting them to gather information on third party consumer-based services. Philip stated Dropbox was among the popular (but not FERPA -HIPPA -compliant), along with Skype and Google Apps. Philip add that Google Sketch has been added to the clickwrap list, and encourage

others to look at the clickwrap list for compliant consumer-based services. Members decided the discussion should be reviewed at another scheduled meeting. Tim stated he would research what repository other faculty and researchers are using.

CLEAR

Jane related they had a successful fall semester pilot on Panopto Lecture Capture System. The system was piloted in 12 classes including four graduate and four undergraduate courses. Two graduate seminar classes and one undergrad lecture class eventually dropped out of the pilot. Two of the faculty members stated they did not want to set up the technology at the start of class themselves; in the third case, the faculty member did not want data from student response slides released after class and could not edit these portions out. Out of 883 students enrolled in these classes, 473 viewed the lecture recordings. A satisfaction survey was distributed to students toward the end of the semester. 120 students provided their feedback indicating whether or not they viewed the lectures, how frequently they did so, and to what extent they perceived access to lecture recordings contributed to their success. A forthcoming report on the summary of findings will be distributed to both the Learning Enhancement Planning Group and ITC in the spring. CLEAR has renewed a license with Panopto to continue the pilot in the spring with the same group of faculty, but would like to have it set on the budget as an FTE-based line item. If this occurs during the next year and Panopto is selected, the company would give UNT credit for remaining time on the current contract in negotiating a new one. Jane stated CLEAR will continue to provide webcam equipment for the duration of the pilot, but eventually departments would need to provide equipment for their faculty. Tim requested Jane provide him the Spring outcome for the project.

Re-brand of CITC to UIT

John said [Benchmarks](#) has announced the re-brand of CITC to UIT (University Information Technology) and the launching of the Information Technology Shared Services (ITSS) for the IT divisions.

Meeting adjourned at 4 p.m.

*For a list of ITC *Regular and Ex-officio Members* click [here](#). *Tim Christian is currently the chair.*

**DCSMT Minutes can be found [here](#).



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Training

By [Claudia Lynch](#), *Benchmarks* *Online* Editor

Instructor-led courses are offered only by special request. Please contact an [RSS member](#) or [Claudia Lynch](#) if you are interested in taking such a class or wish to have someone offer a class for your students. **SPSS and SAS courses are now offered *online only***. RSS staff will be still be available for consultation on those topics, however. Another class available online is [Introduction to R](#). Make sure and check out the **RSS Matters** article [Statistical Resources](#) in the November 2011 issue of *Benchmarks Online*.

Special classes can always be arranged with the RSS staff. Also, you can **always** contact the RSS staff for one-on-one [consultation](#). Please read the [FAQ](#) before requesting an appointment though.

Especially for Faculty and Staff Members

In addition to the online statistical courses, which are available to students, faculty and staff, staff and faculty members can take courses offered through the [Human Resources Department](#) (they have a new comprehensive training curriculum), and the [Center for Learning Enhancement, Assessment, and Redesign](#) (CLEAR). Additionally, the [Center for Achievement and Lifelong Learning](#) (CALL) offers a variety of courses, usually for a small fee.

EIS training is available and expanding. Please see the article [EIS Training Available Online for New Faculty & Staff](#) in the August, 2011 issue of *Benchmarks Online* for further information.

Microsoft E-Learning

Microsoft E-Learning courses are now available for **faculty and staff** via our UNT-Microsoft Campus Agreement. Please contact Claudia Lynch at lynch@unt.edu for instructions on accessing this training. If you haven't accessed the training since last year you will need to get a new access code. UNT, UNTHSC and UNTSYSTEM e-mail addresses are now able to access Microsoft E-Learning.

Microsoft Outlook Tutorials and much more

The Enterprise Messaging and Directory Services Group has all sorts of useful information on their [website](#), including tutorials and FAQs. The home page displays a list of their newest tutorials with tutorial topic pages displaying the most accessed pages. You can search the site for whatever you're interested via a Search Box on the left-hand side of the page.

Central Web Support

Consult Central Web Support for assistance in acquiring "Internet services and support." As described on their [website](#):

CWS provides Internet services and support to UNT faculty, staff and students. Services include allocating and assisting departments, campus organizations and faculty with web space and associated applications. Additionally, CWS assists web developers with databases and associated web applications, troubleshooting problems, support and service.

CLEAR



CLEAR offers courses especially for Faculty Members. A list of topics and further information can be found [here](#).

Faculty meet for lunch once a month during the Fall and Spring sessions in Chilton 245 from Noon-1 p.m for "Brown Bag Seminars". The purpose of this group is to bring faculty members together to share their experiences with distributed learning. One demonstration will be made at each meeting by a faculty member with experience in distributed learning. More information on these activities can be found at the [CLEAR Website](#).

Ed2go

Ed2go are courses that are offered, for a fee, to UNT faculty, staff and students as well as the general public. According to the CALL [website](#):

CALL has partnered up to provide online learning on a variety of topics. From standardized test preparation to database programming to training for libraries and their staff, there's a variety of areas from which to choose in online learning.

The online minicourses, provided in conjunction with Ed2go, are standardized 12-lesson modules released over a six week period. (Courses are active for eight weeks to provide some flexibility). Each module features a quiz. Lessons are instructor-led and course participants and instructor communicate through a course discussion board. Lessons can be downloaded and saved. At the end of the course there is a final quiz. A passing grade opens a window that allows students to print out a course completion certificate.

All courses are \$89, and UNT faculty, staff and students may receive a \$10 discount.

For additional information surf over to <http://www.ed2go.com/unt/>

Information Security Awareness

The UNT Information Security team offers Information Security Awareness [courses](#) to all UNT faculty and staff. Topics to be covered will include workstation security, sensitive data handling, copyright infringement issues, identity theft, email security, and more.

It is a policy requirement that ALL staff take an information security course at least once a year.

Please contact [Allan Anderson](#) in ITSS Information Security if you have any questions, or would like more information about the online training. **Either attending a live class or going through the online training will count towards your training requirement.** You can also request a customized course to be taught for your department.

Alternate Forms of Training

Many of the General Access Labs around campus have tutorials installed on their computers.

See <http://www.gal.unt.edu/> for a list of labs and their locations. The Willis Library, for example, has a [list of Tutorials and Software Support](#). The Library Instructional Unit also offers workshops and training, including "tech skills" training. Visit their websites for more information: <http://www.library.unt.edu/library-instruction>

The [Training Website](#) has all sorts of information about alternate forms of training. Computer Based Training (CBT) and Web-based training are some of the alternatives offered, although due to the rising costs of training, shrinking budgets and changing technology, computer-based training at UNT is in a state of transition. For up-to-date information on CBT at UNT, see the CBT [website](#).

Gartner Research Services

UNT has offered Gartner Core Research Services to **all** UNT faculty, students, and staff since 2006. All you need to do to access the subscription is to **log into the UNT Gartner portal page** at <https://gartner.unt.edu/>. Once you have logged in, you can view upcoming webinars: <http://www.gartner.com/webinars/> and listen to Gartner podcasts here: http://www.gartner.com/it/products/podcasting/asset_137461_2616.jsp. For more information about Gartner Research Services, see the article [Gartner Core Research Services Available to the UNT Community](#) in the August, 2011 issue of *Benchmarks Online*.

State of Texas Department of Information Resources

Another possible source of training for staff and, perhaps, faculty members is the Texas Department of Information Resources. A look at their Education and Training [website](#) reveals some interesting possibilities.

New Horizons Computer Learning Centers

New Horizons is a DIR vendor, which means that state agencies, like UNT, get special pricing for their services negotiated at the State level (click [here](#) for more information about DIR vendors). [New Horizons](#) offers courses at their own facilities in Dallas and Fort Worth, but will arrange for onsite training as well.



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Staff Activities

Due to [organizational changes](#) with regard the dissolution of CITC into IT Shared Services (ITSS) and University Information Technology (UIT), it has been decided that only staff activities for UIT will continue to be reported in this column. ITSS staff activities will be handled by ITSS Communications.

Transitions

New Employees:

- **Aaron Powers**, IT Tech, Business Services Support/Student Development.
- **Robert Wellman**, IT Manager, Departmental IT Support.



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