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Campus Computing News



Newly Revised Student Tour Makes Its Debut

By [Dr. Elizabeth Hinkle-Turner](#), Director - Academic Computing Technical Services

2012-2013 has been a season of dramatic change in IT services at UNT. The old CITC has become University Information Technology (UIT) and Information Technology System Services (ITSS) and the IT reporting structure and service structure has changed as well. All of these changes can be tracked by regularly reading *Benchmarks Online*.

[Read more](#)    

Summer Hours



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

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[Read more](#)    

Today's Cartoon

Click on the link above for an information age laugh.



By the Numbers

Down the Corridor of Years

1992

- Memory and I/O channels from the old administrative HDS mainframe were transferred to the Academic HDS mainframe, doubling its memory and I/O channel capacity (to 64 megabytes and 32 channels).
- A new voice response system for teleregistration and financial aid was installed, increasing capacity and providing support for one of the first (maybe the first) financial aid voice response implementations in the nation.
- Phases II and III of the installation of the campus-wide fiber optics communication backbone was completed, with fiber linking 28 buildings.
- 7 buildings equipped with state-of-the-art, 10baseT, Ethernet connections, including the Science Research Building.
- The FY 92 UNT inventory value of 4,350 currently installed computers (mostly personal computers) was about \$12 million. Of the \$12 million, \$1.5 million was invested in the IBM ES/9000 mainframe CPU, and \$10.4 million (87%) was invested in distributed and personal computers.



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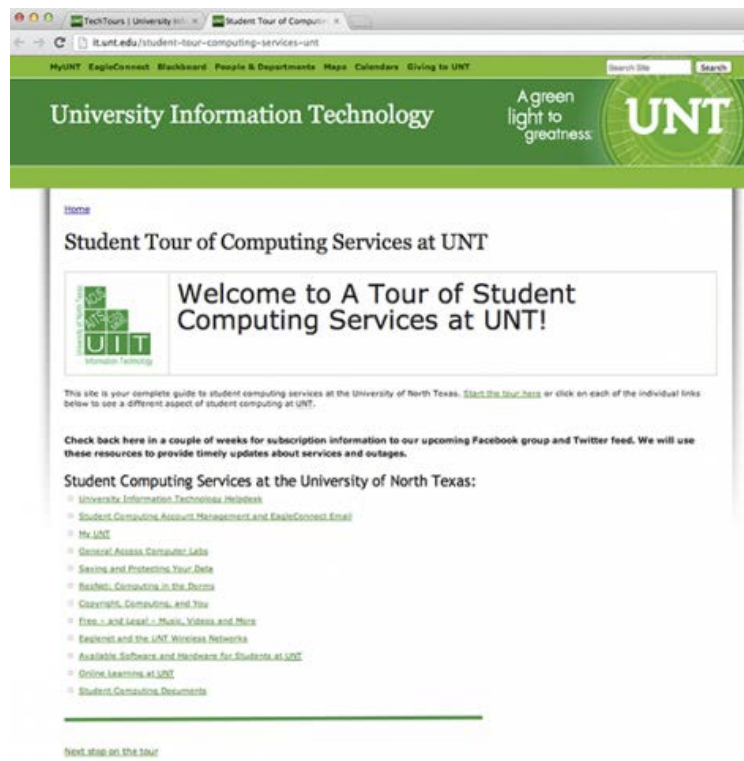
Newly Revised Student Tour Makes Its Debut

By [Dr. Elizabeth Hinkle-Turner](#), Director - Academic Computing Technical Services

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Other services closely related to student computing have also changed. Online courses have fully migrated to Blackboard LEARN with a mobile Blackboard component. The university bookstore which has provided much on-campus availability of hardware and software for students is under new management and will be moving temporarily to a location on Avenue C while the Union is being built. The Willis Library 24-hour general access computer lab now encompasses the entire library structure with greatly expanded services and other computer labs have expanded their services as well. Finally, EagleConnect email has had some interface changes and continues to add more Microsoft "cloud" services for student use.

All of these changes have necessitated the moving and complete revision of the tour of student computing services which is our always-up-to-date chronicle of computing resources. We have moved the student tour to Drupal and have given it a new look and feel. We have also re-done the content to reflect all new locations and logos for services. Some information (such as the bookstore computer hardware / software section) has significantly changed and readers are strongly encouraged to give the new site a look. The old URL -helpdesk.unt.edu/studenttour will take you to the new site or you can access the site directly at it.unt.edu/studenttechtour



The new student tour home page

In the next few weeks we will also be implementing a Facebook group and Twitter feed for absolutely up-to-the-minute announcements regarding student computing services. Be on the look out for information about subscribing to these social media links. Any questions about the Student Tour of Computing Services at UNT website can be directed to: ehinkle@unt.edu



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Summer Hours

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

Summer officially begins on Friday, June 21 this year, but is already here as far as the UNT schedule of classes is concerned. Summer 2013 consists of six sessions and not all campus facilities are open during all the sessions. The first session, 3W1, is now over.*

Following are the hours for University Information Technology-managed facilities over the summer. The University is [officially closed](#) on Thursday, July 4 (Independence Day).

- The [Helpdesk](#) will be open on Thursday, July 4 from 8 a.m. to 5 p.m. but will be **closed to walk-in traffic; phone and email only**. Their summer walk-in hours are Monday – Friday: 8 a.m. – 5 p.m.
- [Data Management Services](#) will be **closed** Thursday, July 4, otherwise they will maintain their normal operating hours.
- The **ACUS General Access/Adaptive Lab** ([SYMR 104](#)) will be **closed** Thursday, July 4, otherwise they will maintain the following hours during the summer:

Monday - Saturday: 8 a.m. - 8 p.m.

Sunday: Noon - 8 p.m.



Hours for Other Campus Facilities


General Access Labs

[24 Center](#) (formerly known as WILLIS)



Maintaining a normal schedule through the summer except as noted.

- July 3: **Close** at 7 p.m.
- July 4: **Closed**
- July 5: Open at 7 a.m. and return to 24hr schedule.
- August 9: **Close** at 7 p.m.
- August 10-11: **Closed**
- August 12-16: 7 a.m. - 7 p.m.
- August 17-18: **Closed**
- August 19-23: 7 a.m. - 7 p.m.
- August 24-25: **Closed**

		<p>August 26-27: 7 a.m. - 7 p.m.</p> <p>August 28: Open at 7 a.m. and return to 24hr schedule.</p>
<p>College of Information General Access Computer Lab (CI-GACLab) (B205)</p> <p>CLOSED: Monday, May 27 (Memorial Day); Thursday, July 4 (Independence Day); August 10-27 (semester break).</p>		<p>May 13 - August 9, 2013:</p> <p>Monday - Friday: 7:30 a.m. - 6 p.m.</p> <p>Saturday & Sunday: Closed</p>
<p>MUSIC:</p> <p>CLOSED: Thursday, July 4 (Independence Day); August 10-27 (semester break).</p>	<p>5W1 & 5W2:</p>	<p>Monday - Thursday: 8 a.m. - 9 p.m.</p> <p>Friday: 8 a.m. - 5 p.m.</p> <p>Saturday: 10 a.m. - 5 p.m.</p> <p>Sunday: 1 p.m. - 8 p.m.</p>
<p>PACS Computing Center (College of Public Affairs and Community Service, Chilton Hall)</p> <p>CLOSED: Thursday, July 4 (Independence Day); August 10-27 (semester break).</p>		<p>May 13 - August 9, 2013:</p> <p>Monday - Thursday: 8 a.m. - 10 p.m.</p> <p>Friday - Saturday: 8 a.m. - 5 p.m.</p> <p>Sunday: Noon - 10 p.m.</p>
<p>CVAD</p> <p>CLOSED: Thursday, July 4 (Independence Day); August 10-27 (semester break).</p>	<p>10W:</p>	<p>Monday - Thursday: 8 a.m. - 10 p.m.</p> <p>Friday: 9 a.m. - 5 p.m.</p> <p>Saturday: Noon - 5 p.m.</p> <p>Sunday: Noon - 8 p.m.</p>
<p>COE</p> <p>CLOSED: Thursday, July 4 (Independence Day); August 10-27 (semester break).</p>		<p>May 13 - August 9, 2013:</p> <p>Monday - Thursday: 7 a.m. - 9 p.m.</p> <p>Friday: 7 a.m. - 5 p.m.</p> <p>Saturday: Noon - 8 p.m.</p> <p>Sunday: Closed</p>
<p>COB (BLB 190)</p> <p>CLOSED: Monday, May 27 (Memorial Day); Thursday, July 4 (Independence Day); August 10-27 (semester break).</p>		<p>May 13 - June 1:</p> <p>Monday - Saturday: 8 a.m. - 8 p.m.</p> <p>Sunday: 12 p.m. - 8 p.m.</p> <p>Return to normal operating hours beginning Sunday, June 2.</p>
<p>CAS - All CAS labs will be closed on July 4 (Independence Day); and August 10 - 27.</p>	<p>Lab Hours for May 13 – August 9, excluding closings</p>	

	<p>5W1 and 5W2</p>	<p>GAB 330: Monday - Thursday: 8 a.m. – Midnight Friday: 8 a.m. - 5 p.m. Saturday: Noon - 8 p.m. Sunday: Noon – Midnight</p> <p>GAB 550: 5W1: Closed (hosting Tech Writing Labs while AUBD is being renovated) 5W2: Monday – Friday: 8 a.m. – 5 p.m. Saturday & Sunday: Closed</p> <p>Terrill 220: Monday – Thursday: 8 a.m. – 8 p.m. Friday: 8 a.m. – 5 p.m. Saturday - Sunday: Closed</p> <p>Wooten 120: Monday – Thursday: 8 a.m. – 10 p.m. Friday: 8 a.m. – 5 p.m. Saturday - Sunday: Closed</p>
<p>Engineering General Access Lab (CENGAL, englab@unt.edu, Discovery Park, B129, 891-6733)</p>		<p>Monday – Friday: 9 a.m. - 5 p.m. Saturday - Sunday: Closed</p>

UNT Shuttle Service

Check out the transit [website](#) to keep up with the shuttle schedule throughout the summer. A 2012-2013 calendar is available here: http://www.unt.edu/transit/pdf/2012-2013_calendar.pdf.



*According to the [Registrar's Office](#), the terms this year are:

1. **3W1** (3 week 1) May 13 - May 30, 2013
2. **8W1** (8 week 1) May 14 - July 5, 2013
3. **SUM** (summer) May 13 - August 9, 2013
4. **5W1** (5 week 1) June 3 - July 5, 2013
5. **10W** (10 week) June 3 - August 9, 2013
6. **5W2** (5 week 2) July 8 - August 9, 2013

Remember:



[Get your alerts fast in case of inclement weather](#)

Visit the Emergency Management [website](#)

City of Denton Residents, [sign up](#) for the CodeRED Emergency Notification System



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Today's Cartoon



“The computer says I need to upgrade my brain to be compatible with the new software.”

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

To MOOC, or not to MOOC?

If you work in the field of education, it will have been hard to miss references to the term, MOOC. MOOC is not how angry cows sound. Rather, it stands for Massive Open Online Courses. MOOCs are online course presentations that are open for enrollment to anyone on the Internet, usually at no charge. There have been several consortia and private companies formed to manage the enrollment and delivery of these MOOCs. Some that you may have heard of include [Coursera](#), [edX](#), and [Udacity](#). Participating institutions include universities like Stanford, MIT, Georgia Tech, Duke, and others. Given the fact that you can hardly go a day in higher education without a mention of MOOCs, it would seem that they are near the peak of their "[hype cycle](#)." But, I think that there's a lot more to be considered about MOOCs.

In the beginning ...

The idea for MOOCs can probably be traced to MIT's [OpenCourseWare initiative](#). In October of 2002, MIT [began](#) to release a number of online courses for free access under the [Creative Commons](#) license. Already by 2004, hundreds of MIT courses were freely available online. In 2006, the [Khan Academy](#) was launched as a website feature hundreds of tutorial videos. [Khan Academy](#) now claims to have a library of over 3000 videos on various academic topics. 2012 saw the launch of Udacity, Coursera, and edX, and for the last year, every other word uttered in higher education circles seems to have been MOOC.

Outsourcing Education?

Depending upon who you believe, MOOCs could [revolutionize education](#) or [cause the downfall](#) of the university professor. It's been [reported](#) that Georgia Tech has partnered with Udacity to offer an online Masters degree in computer science at a cost of \$7,000 as compared to \$40,000 for an instructor-led program. An opinion piece in the Wall Street Journal [suggests](#) that the economics of such a degree offering should prompt the City of Chicago to "forget the teachers and issue all 404,151 students an iPad or Android tablet..." and that live teachers will act more as tutors than lecturers. In a surprisingly similar view, the American Association of University Professors has [argued](#) that colleges are using MOOCs to claim ownership of professors' intellectual property, eventually relegating them to working in a "service industry."

If you think that technology can totally replace educational institutions, the argument against that view would seem to be the observed completion rate for MOOCs. Recent [information](#) indicates that only about 7 percent of those who sign up for a MOOC actually [complete](#) the course. Some would say that most people are just [exploring](#) subjects via MOOCs. For those that complete the first assignment, the completion rate rises to as much as 45 percent and in the case where students paid for extra services, completion rates are as high as 70 percent. In other words, a very small fraction of students are self-motivated enough to complete a MOOC. Clearly, just passing out iPads is not the solution to improving the educational process.

It is understandable that faculty might feel threatened by the rise in MOOCs. By now, we understand that almost any commercial activity can be "outsourced" and that now holds true for higher education. You may be the best Physics professor at your university, but can you really compete against someone at MIT or Stanford? I'm sure many professors would answer, "yes". At San Jose State (the Harvard of San Jose, I guess), the Philosophy department [refused](#) to integrate a Harvard professor's MOOC into the curriculum. Professors there [declared](#), "Administrators at the CSU are beginning a process of replacing faculty with cheap online education." I think we can agree that instructor-led courses provide a greater degree of interaction than MOOCs that just replay recorded lectures. However, we now have many options to obtain information. One wonders if CSU faculty would object to

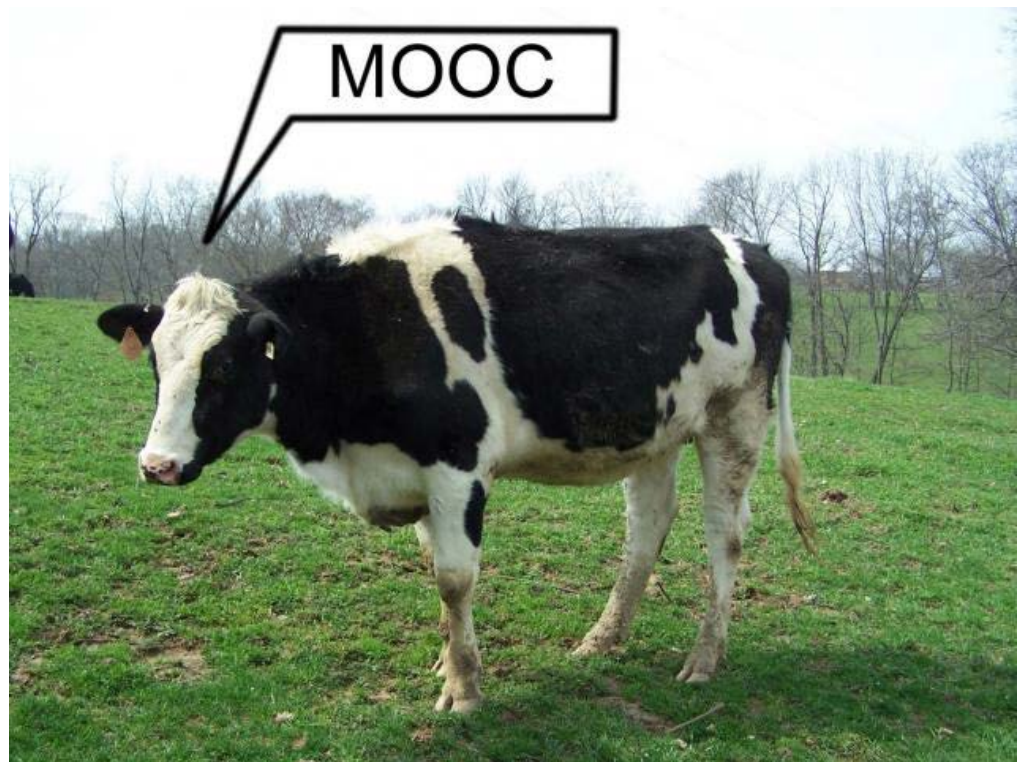
adopting a text book written by a Harvard professor.

While MOOCs seem to be currently mired in controversy, there's no question that online delivery is thriving in higher education. UNT has a large number of [online courses and programs](#) and has invested quite a bit into this instructional method. Part of the process has been to develop a [policy](#) on electronically developed course materials that addresses some of the fears of faculty as expressed above. Offering MOOCs via one of these new delivery platforms is not without costs and institutional investment. It's [reported](#) that edX charges a base rate of \$250,000 to support development of a course on their platform. It's not surprising, then, that some universities are choosing not to dive immediately into the MOOC mix.

Threat or Panacea?

At the peak of the [hype cycle](#), technologies are rarely the panaceas that are promised, nor the threat to the status quo that some claim. We've only had large-scale availability of MOOCs for about a year, so it's probably too soon to claim them as the solution to all educational woes, or the downfall of the educational system as we know it. Many who are promoting MOOCs, however, seem to be ignoring some fundamental aspects of education. Knowledge is not a commodity that can be packaged and delivered like a bag of potato chips. There is not a static pool that can be tapped and delivered like bottles of spring water.

Knowledge has its own ecosystem and our universities and colleges support the continual expansion and dissemination of knowledge. Further, they provide a structured environment that allows people to successfully obtain knowledge, and more importantly, the abilities to pursue self-education and accomplish effective communication. MOOCs seem to hold promise as an additional way to tap into the vast array of information and knowledge which is growing thanks to the most prestigious and least known, largest and smallest, well-funded and struggling, and private and public colleges and universities. We'll need a few more years with MOOCs to judge how they will contribute. I have changed my mind about one thing, however. I think MOOC is how angry cows sound.



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Student Tour of Computing Services at UNT

The "Student Tour" website has been completely updated and moved to a new location. Details of the updates are available in the "Campus Computing News" [article](#) in this issue of *Benchmarks Online*. To go straight to the website:

<http://it.unt.edu/studenttechtour>



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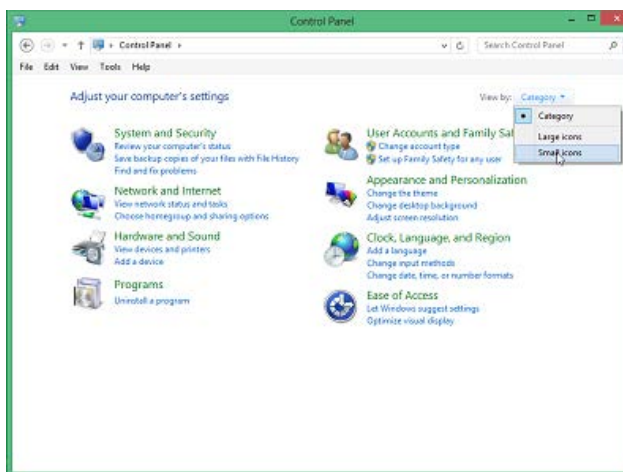
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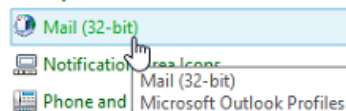
By [Jonathan "Mac" Edwards](#), CITC Helpdesk Manager

Setting up Outlook 2010 or 2013 on Windows 8

1. If you are at your Start Screen simply type Control Panel (this will automatically start a search, you do not need to place your cursor anywhere). The Control Panel option should appear, click on Control Panel. If you are on the desktop press the Windows Key on your keyboard, which should bring up the Start Screen, and allow you to type Control Panel.
2. Once the Control Panel opens, if it appears as depicted below, click the blue Category link and choose "Small Icon".



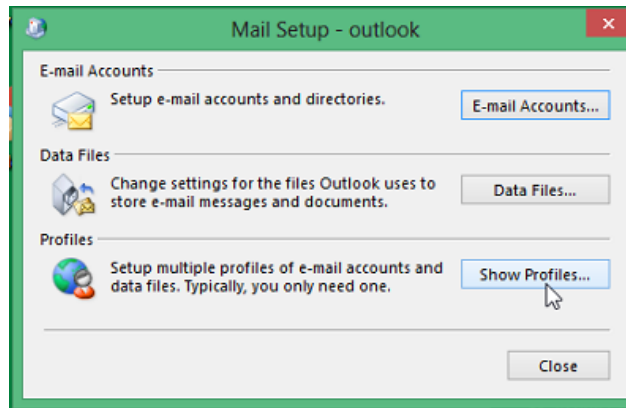
3. In the list that appears, choose the "Mail (32-bit)" icon.



4. If no email profiles currently exist on your computer you will be taken to the profiles page, where you will be prompted to create a profile. Choose **Add** and then type in a name, such as Outlook for the profile. You should then be prompted to configure a new email account.

If you currently have other email accounts configured you can either add these to your existing profile, or create a new profile for this account.

*a. To create a new profile click on the Show Profiles option from the Mail Setup page. This should appear after clicking on the **Mail** icon from your control pane if a profile currently exists. You should now be able to create a profile.*

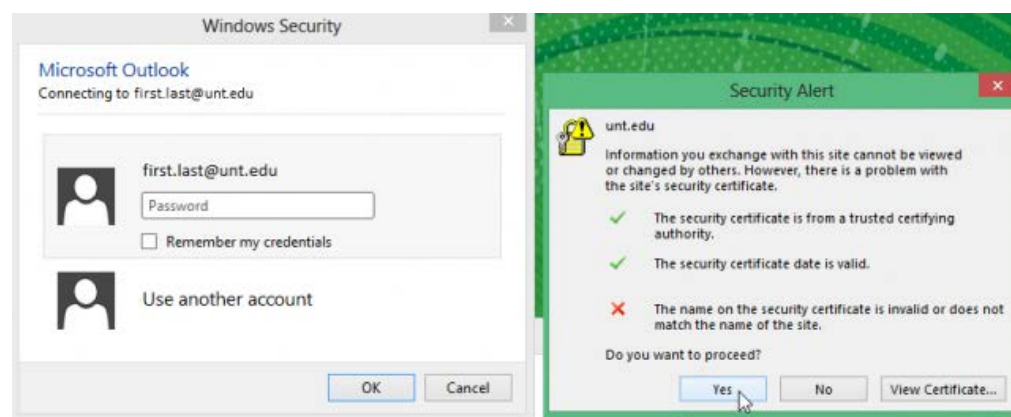


b. If you would like to remove all existing accounts choose the **Show Profiles** option, select the account you wish to remove and select Remove. To add a new profile simply click Add and type in your profile name.

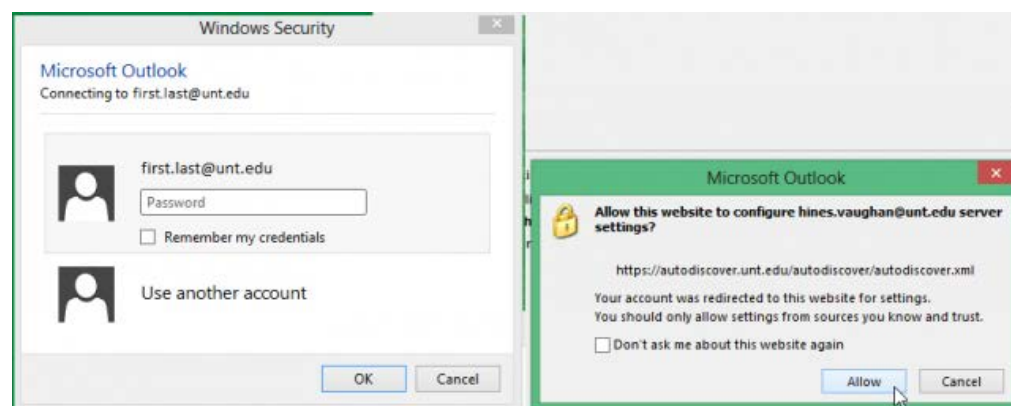
c. To add an Email account to an existing profile click on the **Email Accounts** option from the Mail Setup page. The **Account Settings** page will open. From here click New to add a new account. Continue to step 5.

5. After creating a new profile you should be prompted to configure an email account. Fill out the listed fields, as shown in the image below, and click next.

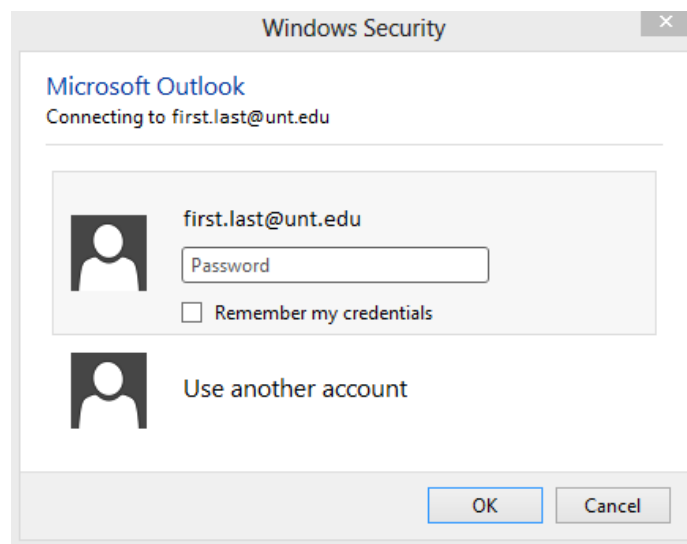
6. You should be presented with 2 windows, be sure to click "Yes" in the Security Alert window then wait a moment until you see the window in step 7.



7. Once the "Allow this website..." window pops up, choose "Allow".



8. In the **Windows Security** window, that should list your email address, select "Use another account"



9. You will be prompted for a log-in name and password.

a. For your log-in type: **unt\EUID**

b. Then Type in your UNT Password and click "OK"

10. You may see the same Windows Security screen, as in step 8, a second time, where you will want to choose "Use another account", again, and then enter: unt\EUID

11. If everything works as expected you should see 3 green checkmarks in the Configuration section of the Add Account window. Click **Finish**.

12. You should now be able to open Outlook 2013 and access your email account. Outlook may take several minutes to synchronize your email and calendars.



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RSS Matters

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Research and Statistical Support

University of North Texas

Quick tricks for sequential string or character names.

Link to the last RSS article here: [Taking your Research and Data Analysis Software With You](#) -- Ed.

By [Dr. Jon Starkweather](#), Research and Statistical Support Consultant

This month's article is just a short piece which may be very useful when working with large data sets. The article offers tips for naming objects which contain a large number of elements. The primary reason for this article is the ability to create a sequential character string. Often this is handy when trying to create a sequence of names for columns or rows of a matrix or data frame and the number of names (or labels) is so large as to make typing them manually quite time consuming -- the script below automates the process in a some-what generic way which can be applied to a variety of situations. The examples below are very small but, allow illustration of how these techniques would be applied to a large, or very large, data situation. The primary R function involved is the 'paste' function, which is available in the [base](#) package (which is included with the initial installation of R).

Example 1: Creating a vector of sequential names.

A vector of names can easily be applied to the columns of a matrix or data frame. Let's say we have 20 survey questions, or items, and we want the names of the items to be sequential so they reflect their order in which the respondents were exposed to them. First, set the number of objects we are going to name. In this example we have 20.

```
n <- 20
```

Second, create the prefix of the names.

```
prefix <- "survey.item"
```

Third, create a sequence (vector) of values to be the suffix. The suffix will be attached or *pasted* to the prefix to form the sequential names.

```
suffix <- seq(1:n)
```

Fourth, create a vector which takes the prefix and attaches the suffix as a character string. Note; there are two examples below. The first contains no separator (`sep = ""`) between the prefix and suffix; the second example contains a period as the separator (`sep = "."`).

```

R Console (64-bit)
File Edit Misc Packages Windows Help

R version 3.0.1 (2013-05-16) -- "Good Sport"
Copyright (C) 2013 The R Foundation for Statistical Computing
Platform: x86_64-w64-mingw32/x64 (64-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.

> n <- 20
> n
[1] 20
> prefix <- "survey.item"
> prefix
[1] "survey.item"
> suffix <- seq(1:n)
> suffix
[1] 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
> my.names <- paste(prefix, suffix, sep = "")
> my.names
[1] "survey.item1" "survey.item2" "survey.item3" "survey.item4" "survey.item5"
[6] "survey.item6" "survey.item7" "survey.item8" "survey.item9" "survey.item10"
[11] "survey.item11" "survey.item12" "survey.item13" "survey.item14" "survey.item15"
[16] "survey.item16" "survey.item17" "survey.item18" "survey.item19" "survey.item20"
> my.names <- paste(prefix, suffix, sep = ".")
> my.names
[1] "survey.item.1" "survey.item.2" "survey.item.3" "survey.item.4" "survey.item.5"
[6] "survey.item.6" "survey.item.7" "survey.item.8" "survey.item.9" "survey.item.10"
[11] "survey.item.11" "survey.item.12" "survey.item.13" "survey.item.14" "survey.item.15"
[16] "survey.item.16" "survey.item.17" "survey.item.18" "survey.item.19" "survey.item.20"
>

```

Above, we can see how the name stem, or prefix, gets attached to each element of the sequential vector, or suffix, to create the sequentially numbered names; which themselves are character strings. These names could then be applied to the columns of a data set (matrix or data.frame) using the typical *'names'* function.

```
names(my.data) <- my.names
```

Example 2: Creating a matrix of character string elements.

In this example, we are creating a matrix of names identifying the internal cells of the matrix sequentially. First, how many rows and columns (or cells) are you trying to create and name? Here, 10 rows by 5 columns: 50 cells.

```
n.rows <- 10
```

```
n.cols <- 5
```

```
n.e <- n.rows * n.cols
```

Next, create the prefix character string, here we are sampling using 'cell' as the prefix.

```
prefix <- "cell"
```

Next, create the sequence suffix.

```
suffix <- seq(1:n.e)
```

Next, combine prefix and suffix while creating a matrix; first, with the sequence ordered down then across. You can also order the sequence across then down using the *'byrow = TRUE'* argument, as is shown in the second matrix below.

```

R Console (64-bit)
File Edit Misc Packages Windows Help

> n.rows <- 10; n.rows
[1] 10
> n.cols <- 5; n.cols
[1] 5
> n.e <- n.rows * n.cols; n.e
[1] 50
> prefix <- "cell"
> prefix
[1] "cell"
> suffix <- seq(1:n.e)
> suffix
[1] 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
[29] 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50
> my.matrix <- matrix(paste(prefix, suffix, sep = "."), ncol = n.cols)
> my.matrix
      [,1]      [,2]      [,3]      [,4]      [,5]
[1,] "cell.1" "cell.11" "cell.21" "cell.31" "cell.41"
[2,] "cell.2" "cell.12" "cell.22" "cell.32" "cell.42"
[3,] "cell.3" "cell.13" "cell.23" "cell.33" "cell.43"
[4,] "cell.4" "cell.14" "cell.24" "cell.34" "cell.44"
[5,] "cell.5" "cell.15" "cell.25" "cell.35" "cell.45"
[6,] "cell.6" "cell.16" "cell.26" "cell.36" "cell.46"
[7,] "cell.7" "cell.17" "cell.27" "cell.37" "cell.47"
[8,] "cell.8" "cell.18" "cell.28" "cell.38" "cell.48"
[9,] "cell.9" "cell.19" "cell.29" "cell.39" "cell.49"
[10,] "cell.10" "cell.20" "cell.30" "cell.40" "cell.50"
> my.matrix <- matrix(paste(prefix, suffix, sep = "."), ncol = n.cols, byrow = T)
> my.matrix
      [,1]      [,2]      [,3]      [,4]      [,5]
[1,] "cell.1" "cell.2" "cell.3" "cell.4" "cell.5"
[2,] "cell.6" "cell.7" "cell.8" "cell.9" "cell.10"
[3,] "cell.11" "cell.12" "cell.13" "cell.14" "cell.15"
[4,] "cell.16" "cell.17" "cell.18" "cell.19" "cell.20"
[5,] "cell.21" "cell.22" "cell.23" "cell.24" "cell.25"
[6,] "cell.26" "cell.27" "cell.28" "cell.29" "cell.30"
[7,] "cell.31" "cell.32" "cell.33" "cell.34" "cell.35"
[8,] "cell.36" "cell.37" "cell.38" "cell.39" "cell.40"
[9,] "cell.41" "cell.42" "cell.43" "cell.44" "cell.45"
[10,] "cell.46" "cell.47" "cell.48" "cell.49" "cell.50"
> |

```

Example 3: Creating a matrix with 'row by column' identifiers.

In this example, we create a matrix in which each internal cell is identified sequentially by its row and column location within the matrix. Again, we need to setup our matrix first by specifying the number of rows and columns (or cells) we are trying to create.

```
n.rows <- 10
```

```
n.cols <- 5
```

```
n.e <- n.rows * n.cols
```

Next, create the prefix character string.

```
prefix <- "cell"
```

Next, create the 'row suffix' and 'column suffix' by using the sequential function.

```
r.suffix <- seq(1:n.rows)
```

```
c.suffix <- seq(1:n.cols)
```

Next, create an empty matrix (each cell is empty: 'NA') in which the sequential character strings will go.

```
my.matrix.2 <- matrix(rep(NA, n.e), ncol = n.cols)
```

```
my.matrix.2
```

Next, create an iterative 'for-loop' to combine the elements and fill in the matrix.

```

for (i in 1:n.cols){
  for (j in 1:n.rows){
    my.matrix.2[j,i] <- paste(prefix, paste(r.suffix[j], c.suffix[i],
      sep = "."), sep = ".")
  }
}; rm(i,j)
my.matrix.2

```

```

R Console (64-bit)
File Edit Misc Packages Windows Help

> n.e <- n.rows * n.cols; n.e
[1] 50
> prefix <- "cell"
> prefix
[1] "cell"
> r.suffix <- seq(1:n.rows)
> r.suffix
[1] 1 2 3 4 5 6 7 8 9 10
> c.suffix <- seq(1:n.cols)
> c.suffix
[1] 1 2 3 4 5
> my.matrix.2 <- matrix(rep(NA, n.e), ncol = n.cols)
> my.matrix.2
      [,1] [,2] [,3] [,4] [,5]
[1,] NA NA NA NA NA
[2,] NA NA NA NA NA
[3,] NA NA NA NA NA
[4,] NA NA NA NA NA
[5,] NA NA NA NA NA
[6,] NA NA NA NA NA
[7,] NA NA NA NA NA
[8,] NA NA NA NA NA
[9,] NA NA NA NA NA
[10,] NA NA NA NA NA
> for (i in 1:n.cols){
+   for (j in 1:n.rows){
+     my.matrix.2[j,i] <- paste(prefix, paste(r.suffix[j], c.suffix[i],
+                                           sep = "."), sep = ".")
+   }
+ }
> my.matrix.2
      [,1]      [,2]      [,3]      [,4]      [,5]
[1,] "cell.1.1" "cell.1.2" "cell.1.3" "cell.1.4" "cell.1.5"
[2,] "cell.2.1" "cell.2.2" "cell.2.3" "cell.2.4" "cell.2.5"
[3,] "cell.3.1" "cell.3.2" "cell.3.3" "cell.3.4" "cell.3.5"
[4,] "cell.4.1" "cell.4.2" "cell.4.3" "cell.4.4" "cell.4.5"
[5,] "cell.5.1" "cell.5.2" "cell.5.3" "cell.5.4" "cell.5.5"
[6,] "cell.6.1" "cell.6.2" "cell.6.3" "cell.6.4" "cell.6.5"
[7,] "cell.7.1" "cell.7.2" "cell.7.3" "cell.7.4" "cell.7.5"
[8,] "cell.8.1" "cell.8.2" "cell.8.3" "cell.8.4" "cell.8.5"
[9,] "cell.9.1" "cell.9.2" "cell.9.3" "cell.9.4" "cell.9.5"
[10,] "cell.10.1" "cell.10.2" "cell.10.3" "cell.10.4" "cell.10.5"
>

```

Again, this article is not meant to be terribly technical; it just presents some handy methods for assigning sequential order to character strings. In the small contrived examples above, this does not seem very useful; but, if the situation involves a large data set with perhaps over 10000 columns and / or perhaps over 100000 rows...then the practical utility of this article will be readily apparent. An R [script file](#) with the same information as contained in this article is available at the Research and Statistical Support [Do-It-Yourself Introduction to R](#) course website.

Until next time, *happy computing...*



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Training

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

Do you need training on widely used computer programs including those used in statistical analysis? If so, this monthly *Benchmarks Online* column is for you.

Statistical Analysis

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, SAS** and **Introduction to R** are offered online. Make sure and check out the **RSS Matters** article [Statistical Resources](#) in the July 2012 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. Click [here](#) for online tutorials.

Microsoft IT Academy

All **students, faculty and staff** within the UNT System now have access to online learning via the Microsoft IT Academy. See [this article](#) in the July 2012 issue of *Benchmarks Online* for more information.

Microsoft E-Learning

Microsoft E-Learning courses are 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.

Central Web Support

Central Web Support [provides](#) "End-User and Administrative Support for hosted general web sites, and Drupal websites for academic and administrative departments." Visit their [website](#) for "How-Tos about Everything."

CLEAR

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

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.

Most 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/>

Ed2go has a blog! Click on the logo on the right to find out more information on company news, videos, career advice and tips from ed2go instructors.

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 the Information Security Team directly at security@unt.edu for any training requests or questions. **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.

Business Service Center Training & Development

Providing training to UNT System institutions: <http://bsc.untsystem.edu/training-development> The *BSC Solution Source Newsletter* includes a list of training opportunities. The June/July offerings can found here: <https://bsc.untsystem.edu/bsc-solution-source-newsletter-june-2013#BN>.

Alternate Forms of Training

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

See <http://www.gacl.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](#).

Info~Tech, UNT's IT Research Partner

Info~Tech is UNT's IT research partner. UNT System, UNT, UNT Health Science Center and UNT Dallas employees have access to Info~Tech research at: www.infotech.unt.edu (click on the UNT System name to login). Your standard EUID and Password gains you access to the Info~Tech system. Please take a moment to read their terms and conditions by clicking through the agreement when you set up your profile the first time you log in.

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

Staff activities for [UIT](#) are reported in this column. ITSS staff activities are handled by [ITSS Communications](#).

Transitions

New Employees:

- **Leah Atinda**, Fiscal Desktop Support (AITS) (part-time).
- **Joseffa Trip**, ACUS/Adaptive Lab consultant (part-time).
- **Yin Yuan**, ACUS/Adaptive Lab consultant (part-time).
- **Katrina Carpenter**, UIT Helpdesk Consultant (part-time).
- **Michael Vistine**, CSS Tech, Classroom Support Services (part-time).

No longer working in UIT:

- **Siwaporn Chaicharoen**, ACUS/Adaptive Lab consultant (part-time).
- **Amrutha Chalasani**, ACUS/Adaptive Lab consultant (part-time).
- **Zachary Friday**, ACUS/Adaptive Lab consultant (part-time).
- **Sha Hongxi**, ACUS/Adaptive Lab consultant (part-time).
- **Mohan Velagaleti**, ACUS/Adaptive Lab consultant (part-time).
- **Jacob McQueen**, Classroom Desktop Services (ACUS) (part-time).
- **Nathan Warner**, CSS Tech, Classroom Support Services (part-time).
- **Scott Bowers**, UIT Helpdesk Consultant (part-time).
- **Christopher Diamond**, Fiscal Desktop Support (AITS) (part-time).
- **Sarah Martin**, ACUS/Adaptive Lab Consultant (part-time).



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