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Questions, comments and corrections for this site: lynch@unt.edu

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Campus Computing News

Eaglenet Wireless Networking Comes to UNT

By [Joe Adamo](#), Director of Communications Services

Over the summer, the [Datacom group](#), part of the Computing and Information Technology Center, was busy installing the [Eaglenet Wireless Network](#) on the UNT campus. So far the Union, the Eagle Student Services Center (ESSC), the General Academics Building (GAB), the Information Science Building (ISB) and the Gateway Center have been brought 'on-line' and are ready to use. By the end of September, the Willis Library, Mathews Halls and the new Rec Sports Center will be added to the network, with Research Park, Wooten Hall and the Administration Building being added to Eaglenet in October.

Be sure to check the wireless Webpage -- www.UNT.edu/wireless -- for the latest information about Eaglenet at UNT. Eaglenet is available to all students, faculty and staff that have a current [EUID](#) and password and a laptop or wireless device equipped with an 802.11b wireless interface card. Eaglenet will connect you directly to the web and give you access to any web based applications.

How do I get access to Eaglenet?

To access and use Eaglenet, simply configure your wireless card with "Eaglenet" as the SSID, turn off WEP encryption and connect to the network. Once you've established a wireless connection to Eaglenet, open a web browser and you'll be directed to the Eaglenet logon page. At this point enter your EUID and password and you're on your way to surfing the web.

Additional Help?

If you need a little more help accessing Eaglenet, information on various wireless cards that will work with Eaglenet and information on how to configure your laptop or wireless device to work with Eaglenet is available from the Eaglenet wireless Webpage. Also on that path is a link to frequently asked questions (FAQs) about Eaglenet and how it performs, and a map that shows where Eaglenet is available.

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SkillSoft Update: New Solaris 9 Training and Forthcoming System Updates

By [Dr. Elizabeth Hinkle-Turner](#), Student Computing Services Manager

New Solaris 9 training has been added to the SkillSoft server [table of contents](#) and is also available on CD-ROM. This new training is more thorough than the previous Solaris 8 offerings and consists of the following course titles:

- *Advanced Installation*
- *Networking with Solaris*
- *Solaris File Systems and Storage*
- *Solaris Naming Services*
- *Supervising Solaris Systems*

Major Changes in the Works

The SkillSoft system will be undergoing a major overhaul and upgrade during the fourth quarter of this year. This will not interrupt CBT service, however, as the upgraded system is being installed on new servers. Once implemented the new SkillSoft interface will not resemble the old SmartForce Campus service at all; it is designed for easier use and more effective student tracking and record keeping. Like the older SmartForce Campus system, the new SkillSoft service will work best with Internet Explorer.

New accounts are currently not being automatically added to the old system. Our enterprise has actually become too large to be managed effectively on one server and our new system will consist of separate servers for the user account database and the web interface and course content. New students, staff, and faculty who may not be in the SkillSoft system can request an account [with the](#)

[SkillSoft administrator](#) and she will create your account immediately. Our user base has grown by almost 10,000 folks since the server was brought up a little over two years ago and it is definitely time for a "power facelift" for the system.

Please Note

A few things to note when using SkillSoft e-learning solutions either from the Website or via CD-ROM: the newer courses (Adobe, Macromedia, and Solaris 9 training) are intolerant of any installed browsers except Internet Explorer. This means that persons who have installed Netscape 7.x or Mozilla will find that elearning will not activate on their machines (even if you just have the software installed - not opened!). This annoying anomaly is just one more reason why [the SkillSoft administrator](#) will be soooo happy to bring up the new system! In the meantime please [contact Claudia Lynch](#) for the new Solaris 9 training CD and other CD-ROM materials. All technical questions regarding the SkillSoft system should be directed to [Elizabeth Hinkle-Turner](#).

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Free Virus Protection Software

By [Mike Williams](#), Network Computing Services, Desktop Support, Antivirus Coordinator, Symantec Ghost Support

UNT is now offering free antivirus software for all its faculty, staff, and students to use on their home computers. Good deal? No, it's Great! By installing McAfee's VirusScan Enterprise 7 on your home PC, you can have the security of knowing that you have taken an important step to protect yourself from malicious viral attacks that plague the internet.

Availability

You can download the software for free at <http://ncs.unt.edu/virus/dist.html>. Remember to have your EUID and password handy: If you're not sure about your EUID or password there are links on the download page to help you. The file is 20 MB in size, so it'll take a few hours to download over a 56k modem. If you have high speed Internet access the download will go quickly. Either way, it is well worth it. **Alternatively, you can purchase the McAfee Enterprise 7 CD at the UNT Student Union Bookstore (book and software section across the hall) for only \$3.00.**

Operating Systems?

In order to install the free McAfee Enterprise 7 antivirus software, you must be running one of the following operating systems: Windows NT4 with service pack 6a, Windows 2000, Windows 2000 Server, Windows XP or Windows 2003 server. McAfee Enterprise 7 *will not run* on computers running Windows 95, Windows 98 or Windows ME.

If you have Windows 95/98/ME you can purchase the McAfee 7 Home version from any company that sells antivirus software or from McAfee's [Website](#).

McAfee Enterprise 7 Features

- **VirusScan Console.** The Console is the control point that allows you to create, configure, and run VirusScan Enterprise tasks. A task can include anything from running a scan operation on a set of drives at a specific time or interval, to running an update operation. You can also enable or disable the on-access scanner from the Console.
- **On-access scanner.** This feature gives you continuous anti-virus protection

from viruses that arrive on floppy disks, from your network, or from various sources on the Internet. The on-access scanner starts when you start your computer, and stays in memory until you shut down. A flexible set of property pages lets you tell the scanner which parts of your system to examine, what to look for, which parts to leave alone, and how to respond to any infected files it finds. In addition, the scanner can alert you when it finds a virus, and can generate reports that summarize each of its actions.

- **E-mail scanner.** This feature allows you to scan your Microsoft Outlook messages, attachments, or public folders to which you have access, directly on the computer. If Outlook is running, E-mail is scanned on-delivery. You can also perform an on-demand E-mail scan at any time. This allows you to find potential infections before they make their way to your desktop.
- **AutoUpdate.** This feature allows you to update virus definition (DAT) files and the scanning engine automatically. You can also use this feature to download HotFixes and product upgrades.

Any way you look at it \$3.00 for a CD or a free download is a deal that can't be beat. So get your software today and protect your valuable data from viruses, worms and trojan programs.

Questions?

If you have any questions contact the CITC Helpdesk at (940)565-2324 or E-mail the Helpdesk at helpdesk@unt.edu.

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Beloit College Mindset List for the Class of 2007*

By [Ron Nief](#), Director of Public Affairs, Beliot College

Beloit, Wis.—Across the nation, students are entering colleges and universities with their own perspectives on the times in which they live. Most of them were born in 1985.

For the sixth year, Beloit College has developed and distributed to the faculty and staff the “Beloit College Mindset List.” According to co-editor Tom McBride, Keefer Professor of the Humanities at the Wisconsin liberal arts college, the list helps to slow the rapid onset of “hardening of the references,” in the classroom.

McBride notes that “These entering students were born into a world that had developed a screening test for AIDS and where managed healthcare was gaining its first foothold. The Middle East had replaced the USSR and Eastern Europe as our greatest challenge to security. It is a generation which believes in technological innovations and solutions and where digital devices, PIN numbers and calling cards are an integral part of their lives. Despite the fears associated with AIDS and divorce, we should remember that this is a generation that has grown up in a largely successful, prosperous society . . . I believe they are fascinated and vexed by the results of the world they have made,” says Prof. McBride.

“The Mindset List, among other things, is a reminder of that world—a world that makes education a tougher yet more fascinating job than ever. In saying hello to the new generation, which they labor mightily to understand, but with mixed results, they are saying good-bye to themselves. There is something of wicked and addictive interest in that. I myself am part of that very generation. There is, for me, a bittersweet pleasure in knowing that Cherry Cokes didn’t always come in cans and there are millions of first-year students who will never know how delicious it was when it didn’t.”

In April of the year the class of 2007 was born, Joseph Lelyveld complained in The New York Times that “conversations with some young people around the country about the war in Vietnam will find their impressions of it to be remarkably dim.” High school juniors and seniors, could not identify Ho Chi Minh, Robert McNamara or the Chicago Seven.

In The New Yorker that year, it was noted that “Each generation brings a clean slate into the world. But the world itself is not a clean slate, and what happened before needs to be learned and remembered.”

With the help of hundreds of people who have made contributions and after months of preparation, Beloit College is now pleased to present the Mindset List for the entering class.

THE BELOIT COLLEGE MINDSET LIST FOR THE CLASS OF 2007®

Most students entering college this fall were born in 1985:

1. Ricky Nelson, Richard Burton, Samantha Smith, Laura Ashley, Orson Welles, Karen Ann Quinlin, Benigno Aquino, and the U.S. Football League have always been dead.
2. They are not familiar with the source of that “Giant Sucking Sound.”
3. Iraq has always been a problem.
4. “Ctrl + Alt + Del” is as basic as “ABC.”
5. Paul Newman has always made salad dressing.
6. Pete Rose has always been a gambler.
7. Bert and Ernie are old enough to be their parents.
8. An automatic is a weapon, not a transmission.
9. Russian leaders have always looked like leaders everywhere else.
10. The snail darter has never been endangered.
11. There has always been a screening test for AIDS.
12. Gas has always been unleaded.
13. They never heard Howard Cosell call a game on ABC.
14. The United States has always had a Poet Laureate.
15. Garrison Keillor has always been live on public radio and Lawrence Welk has always been dead on public television.
16. Their families drove SUVs without “being fuelish.”
17. There has always been some association between fried eggs and your brain.
18. They would never leave their calling card on someone’s desk.
19. They have never been able to find the “return” key.
20. Computers have always fit in their backpacks.

21. Datsuns have never been made.
22. They have never gotten excited over a telegram, a long distance call, or a fax.
23. The Osmonds are just talk show hosts.
24. Undergraduate college athletes have always been a part of the NBA and NFL draft.
25. They have always “grazed” for food.
26. Three-point shots from “downtown” have always been a part of basketball.
27. Test tube babies are now having their own babies.
28. Stores have always had scanners at the checkout.
29. The Army has always driven Humvees.
30. Adam and PC Junior computers had vanished from the market before this generation went online.
31. The Statue of Liberty has always had a gleaming torch.
32. They have always had a PIN number.
33. Banana Republic has always been a store, not a puppet government in Latin America.
34. Car detailing has always been available.
35. Directory assistance has never been free.
36. The Jaycees have always welcomed women as members.
37. There has always been Lean Cuisine.
38. They have always been able to fly Virgin Atlantic.
39. There have never been dress codes in restaurants.
40. Doctors have always had to deal with “reasonable and customary fees” and patients have always had controls placed on the number of days they could stay in a hospital.
41. They have always been able to make photocopies at home.
42. Michael Eisner has always been in charge of Disney.

43. They have always been able to make phone calls from planes.
44. Yuppies are almost as old as hippies.
45. Rupert Murdoch has always been an American citizen.
46. Strawberry Fields has always been in New York.
47. Rock and Roll has always been a force for social good.
48. Killer bees have always been swarming in the U.S.
49. They have never seen a First Lady in a fur coat.
50. Don Imus has always been offending someone in his national audience.

In all fairness it should be understood that students entering college this fall do have a few items on their own lists that will separate them from many of their mentors:

1. For many of them today, it's all about the "bling, bling."
2. They know who the "Heroes in a half shell" are.
3. Peeps are not a candy, they are your friends.
4. They have been "dissing" and "burning" things all their lives.
5. They can expect to get a ticket for "ricing out their wheels."
6. They knew how to pop a Popple and trade a Pog.
7. They can still sing the rap chorus to the "Fresh Prince of Bel-Air" and the theme song from "Duck Tales."

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* Past Mindset Lists can be found here:

<http://www.beloit.edu/~pubaff/mindset/03index.html>

Last year, Duane Gustavus, wrote his "[Mindset 1946](#)" to share with *Benchmarks Online* readers.

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EDUCAUSE

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



Believe it or not, it is time to start planning for the next EDUCAUSE Southwest Regional Conference (formerly EduTex). It is being held in Dallas, again, February 25–27, 2004. The theme this time is "Being Resourceful in Challenging Times."

If you would like to participate as a presenter, the deadline for submissions of presentation proposals is **October 15, 2003**. You can submit a proposal online at: <http://www.educause.edu/conference/swrc/2004/program.asp>

According to the conference [Website](#), a focal point of the conference will be practical "how to" sessions that will emphasize ways to save time, effort, and money while maintaining important services and without burning out talented staff.

Sessions will follow four key tracks:

- Leadership and Management Skills
- Teaching, Learning, and Support
- Technology and Solutions
- Corporate Presentations

Prior to the sessions, preconference seminars will be held on the morning of February 25.



Coming up also is the EDUCAUSE 2003 Annual Conference, November 4–7 in Anaheim, California. According to the Conference [Website](#), "If you can attend only one conference in 2003, make it the premier IT event in higher education —EDUCAUSE 2003 . . . You'll participate in an outstanding, peer-developed program designed to help you tackle the issues you face each day and prepare you for future challenges."

This year's theme is "Balancing Opportunities, Expectations, and Resources." The program includes preconference seminars, track sessions, corporate exhibits, workshops, presentations, and small group meetings.

As their Website says, "The annual conference draws attendees from all professional levels, all sizes and types of institutions, and from across the United States and around the world. You'll leave with an even stronger network of colleagues and friends in the field."

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Today's Cartoon

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"I need to let my parents get online more often. Last night I got grounded for saying the word 'blogger' in front of my mom!"

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Network Connection

By [Dr. Philip Baczewski](#), Associate Director of Academic Computing

Stupid E-mail Tricks

Like many others, I spent the last weeks of August and the beginning of September deleting returned E-mail messages that I was in no way responsible for generating. The returned messages usually came with a rather indignant notice that a virus was found in my E-mail or sometimes that the destination address was unknown. All this excitement in my life was caused by the [Sobig.f virus](#). The Sobig.f virus randomly selects an address from a file on the infected machine to use as the "From:" address. Who knows how many friends, associates, correspondents, readers, and spammers have my address lying around somewhere on their computer? Apparently, quite a few.

I feel particularly victimized by this latest E-mail virus because I have absolutely no responsibility for spreading it and the bounced messages were particularly useless. I use Mac OS X -- the virus affects only Microsoft Windows systems. I use the Mulberry E-mail client -- the virus attacks primarily through the Microsoft Outlook program. And, the mindless handling of the virus by mail servers throughout the world just made it more annoying. I was particularly amused when sun.com bounced a message back to me that originated in Finland. I'm not sure which is more amusing -- that UNT might be located in Finland or that I'd be in Finland and corresponding with Sun Microsystems (but I think that happened in a dream once, or was it a nightmare?).

Of course, E-mail handling is designed to be mindless. This was a good idea when a few million computers were on the Internet. E-mail delivery is designed to be handled with as little operator intervention as possible. If there's a delivery problem, the sender is notified and sometimes also the postmaster from the sender's domain if the sender can't be reached. This works just fine when you assume that people and programs are sending E-mail in good faith and for legitimate purposes. With "billions and billions" of computers and less than scrupulous users out there, that assumption no longer holds. What used to be a useful methodology for finding, diagnosing, and fixing problems has become an overwhelming mess of constant computerized whining.

E-mail accountability?

It may be time to abandon the notion that all E-mail needs to be accounted for. Rather, make it the sender's responsibility to request delivery confirmation if it's needed. This is already an option in the Internet E-mail specification and most clients support requesting a delivery receipt. If someone asks, then provide an acknowledgement of delivery or delivery failure. Otherwise if you can't deliver it, just throw the message in the "bit bucket" (in other words, just delete it from your server).

In the case of the Sobig.f virus, the mindlessness of E-mail servers was particularly evident. It made no sense at all for mail servers to bounce Sobig.f-infected message back to the "sender" when it was known that the sender was not the actual source of the message. The stupidity of mail servers was responsible for doubling the amount of E-mail traffic generated. A clever system administrator could probably write a rule to just throw away Sobig.f messages if they were returning from a virus scanner, but it appears that not many of them did in this case. The fact that Sobig.f was set to stop propagating after September 9, probably made such a task counterproductive, but somehow I don't think this was the last worm of this type we'll see.

If it's August ...

August was a particularly active month for Internet worms. The Sobig.f infections followed right on the heels of the Blaster worm(s), making it a miserable month for network security professionals everywhere. Both of these had the commonality that they infected and were spread by Microsoft Windows systems. I suppose you can argue at length about whether the rash of Windows viruses and worms are because there are more of those systems out there, or that those virus and worm-writing evil-doers just have it in for Microsoft because they just don't believe in Bill Gate's freedom to innovate. But you have to admit that one reason these things propagate is that Windows makes everything *SO conVENient*.

Who is smarter: you or your E-mail program?

As long as any program has access to the entire operating system (as in Windows) viruses and worms will easily spread. As long as programs like Outlook automatically display files and execute mail attachments for you, viruses and worms will easily spread. As long as intelligence is placed in programs rather than in users, viruses and worms will easily spread. In my E-mail program, I decide whether and when to display an attachment. I decide whether an attached program can be executed. Who is smarter: you or your E-mail program?

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Link of the Month

Each month we highlight an Internet, USENET Special Interest Group (SIG), or similar mailing list(s) or Website(s).



Brand [new to UNT](#) - wireless computing! Check out the Eaglenet Wireless Network homepage - <http://www.unt.edu/wireless/> - and go wireless! Everything you need to know is here including basic information and:

- Quick Start Guide - for those that have used wireless before
- Link to included campus buildings and completion dates
- Tested Hardware

- [Eaglenet installation and configuration requirements](#)
- [Map of Active Wireless Campus Buildings](#)
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IRC News



Minutes provided by Sue Ellen Richey,
Recording Secretary

IRC Regular and Ex-officio Voting Members: Judith Adkison, College of Education; Donna Asher, Administrative Affairs; Craig Berry, School of Visual Arts; Lou Ann Bradley, Communications Planning Group; Cengiz Capan, College of Business and GALC; Bobby Carter, UNT Health Science Center; Matt Creel, Student Government Association; Christy Crutsinger, Faculty Senate; Jim Curry, Academic Administration; Don Grose, Libraries and University Planning Council; Joneel Harris, EIS Planning Group; Elizabeth Hinkle-Turner, Student Computing Planning Group; Tom Jacob, College of Arts and Sciences; Abraham John, Student Development; Jenny Jopling, Instruction Planning Group; Armin Mikler, Research Planning Group; Kenn Moffitt, Standards and Cooperation Program Group; Ramu Muthiah, School of Community Services; Jon Nelson, College of Music; Robert Nimocks, Director, Information Technology, UNTHSC; John Price, UNT System Center; Philip Turner, School of Library and Information Science and University Planning Council (Chair, IRC); VACANT, Graduate Student Council; VACANT, Staff Council; VACANT, University Planning Council; Virginia Wheelless, Chancellor, for Planning; Carolyn Whitlock, Finance and Business Affairs; **IRC Ex-officio Nonvoting Members:** Jim Curry, Microcomputer Maintenance and Classroom Support Services; Richard Harris, Computing Center and University Planning Council; Coy Hoggard, Computing Center/Administrative; Judy Hunter, GALMAC; Maurice Leatherbury, Computing Center/Academic; Doug Mains, UNT Health Science Center; Patrick Pluscht, Center for Distributed Learning; Sue Ellen Richey, Computing Center (Recording Secretary); Ken Sedgley, Telecommunications.

There was no IRC meeting in August.

IRC Meeting Schedule

The [IRC](#) generally meets on the third Tuesday of each month, from 2-4 p.m., in the Administration Building Board Room. From time to time there are planned exceptions to this schedule. All meetings of the IRC, its program groups, and other committees, are open to all faculty, staff, and students.

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Research and Statistical Support University of North Texas

RSS Matters

Link to the last RSS article here: [One-way Repeated Measures and Corresponding Multiple Comparisons using SPSS and R - Ed.](#)

Using Report in SPSS 11.5, Part 1 of 2

By [Patrick McLeod](#), Research and Statistical Support Services Consultant

With the [decommissioning](#) of the academic mainframe now a reality after many months of diligent planning, certain processes that used to run on the academic mainframe are now being transitioned to desktop processing. One of these processes is the running of faculty evaluations, a process that is being transitioned from a proprietary mainframe program to desktop processing using SPSS 11.5 for Windows. In the first part of a two-part article on using the functionality of the Report tool in SPSS 11.5 for processing faculty evaluations, we will discuss the basics of Report and how to set up a simple report using both the drop-down menu and syntax.

Since faculty evaluations are sensitive affairs, I will not be discussing this new SPSS-generated report in step-by-step detail. However, we will go through the report-generation process with a similar report using some similar methods. Since the faculty evaluations also contain sensitive data, all data used in these two articles is generic data found in the SPSS home directory, from a file called Employee Data.

From the Help menu, Syntax Guide, Base Syntax, in SPSS 11.5, a description of the Report tool:

REPORT produces case listings and summary statistics and gives you considerable control over the appearance of the output. REPORT calculates all the univariate statistics available in DESCRIPTIVES and the statistics and subpopulation means available in MEANS. In addition, REPORT calculates statistics not directly available in any other procedure, such as computations involving aggregated statistics. REPORT provides complete report format defaults but also lets you customize a variety of table elements, including column widths, titles, footnotes, and spacing. Because REPORT is so flexible and the output has so many components, it is often efficient to preview report output using a small number of cases until you find the format that best suits your needs.

Report is a very extensible, quite powerful tool in SPSS 11.5 that is often overlooked by many in the university research community who are more focused on the other specific statistical analyses offered in SPSS. However, for the university administrative community, Report offers nearly unlimited potential for customized reports by administrative groups from their desktops instead of relying on the mainframe for such report generation.

Drop-Down Menus and Syntax

To begin utilizing the power of the Report tool in SPSS 11.5, we should begin the discussion with a brief digression about merits of drop-down menus (also known as the GUI, or Graphical User Interface) versus syntax. The widespread advent of drop-down menu functionality in statistical packages allows the user to point-and-click his or her way through the basic levels of most statistical functions in the most recent versions of SPSS, S-Plus, and Stata. While ease of use is a crucial function of any statistical package, most researchers will find that the “canned” nature of drop-down implemented models and tests are not sufficient for their research needs. Where the functionality of drop-down menus ends, the functionality of syntax begins. Syntax, or the programmable language of a

statistical package, allows the user to customize most or all of the functions of that statistical package to fit the needs of their research.

Happily SPSS 11.5 allows the user who isn't comfortable with syntax but needs the extensibility it offers a way out. In nearly every dialog box that opens up whenever a particular analysis is run in SPSS, there will be an option for "PASTE" located on the right-hand side of the dialog box. Here's an example (screenshot 1):

The screenshot shows the SPSS Data Editor window with a data table and the 'Summarize Cases' dialog box open. The data table has the following columns: id, gender, bdate, educ, jobcat, salary, salbegin, jobtime, prevexp, minority, and three empty 'var' columns. The dialog box is titled 'Summarize Cases' and has the following settings:

- Variables:** Gender [gender], Educational Level [year], Current Salary [salary], Months since Hire [jobtime]
- Grouping Variable(s):** (Empty)
- Display cases
- Limit cases to first: 100
- Show only valid cases
- Show case numbers

The 'PASTE' button is located on the right side of the dialog box, below the 'OK' button. The taskbar at the bottom shows the Start button, several open applications (Novell Gro..., benchmark..., Employee..., Adobe Acr..., CNN.com...), and the system clock showing 3:33 PM.

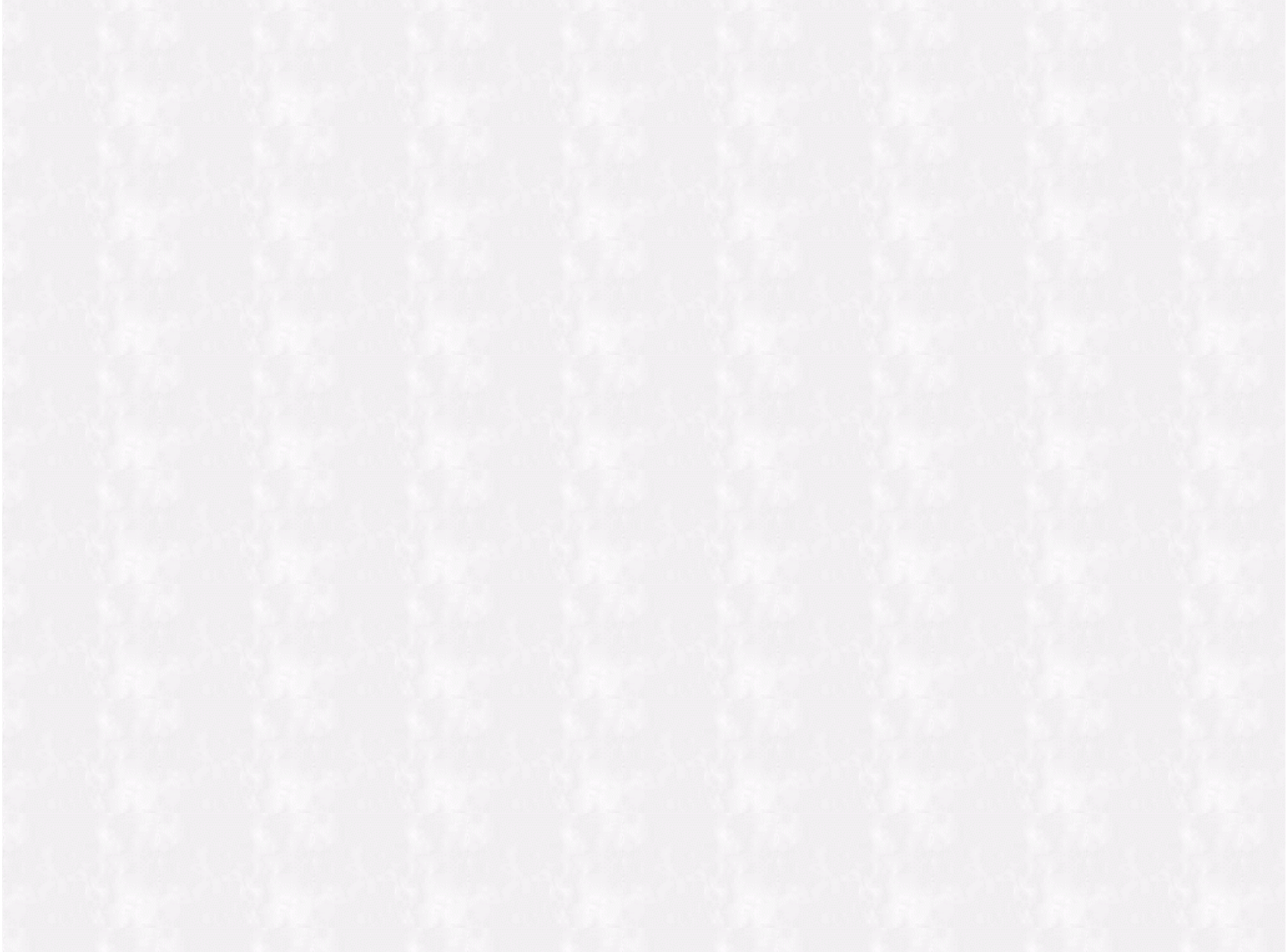
The button for "PASTE" is located immediately below the "OK" button. By clicking on "PASTE," SPSS will paste the appropriate syntax into a syntax editor window! The syntax will reflect all customizations that have been selected in the particular dialog box for a particular type of analysis. For example, in the

picture above, any customizations the user requested from SPSS under the “STATISTICS” and “OPTIONS” selections would be reflected in the syntax that SPSS will paste into the syntax editor. If you utilize this option, you will need to run your analysis from within the syntax editor.

A Simple Report

In this section we will look at a simple report generated from our example data. We will generate simple case summaries with mean and range statistics by using the combined power of the drop-down menu system and syntax.

First, we click on Analyze, then Report, then across to Case Summaries (screenshot 2):



The screenshot shows the SPSS Data Editor interface. The 'Reports' menu is open, and 'Case Summaries...' is selected. The data table contains the following information:

	id	g	b	jobcat	salary	salbegin	jobtime	prevexp	minority	var	var	var
1	1	m		3	\$57,000	\$27,000	98	144	0			
2	2	m		1	\$40,200	\$18,750	98	36	0			
3	3	f		1	\$21,450	\$12,000	98	381	0			
4	4	f		1	\$21,900	\$13,200	98	190	0			
5	5	m		1	\$45,000	\$21,000	98	138	0			
6	6	m		1	\$32,100	\$13,500	98	67	0			
7	7	m		1	\$36,000	\$18,750	98	114	0			
8	8	f		1	\$21,900	\$9,750	98	0	0			
9	9	f		1	\$27,900	\$12,750	98	115	0			
10	10	f	02/13/1946	12	1	\$24,000	\$13,500	98	244	0		
11	11	f	02/07/1950	16	1	\$30,300	\$16,500	98	143	0		
12	12	m	01/11/1966	8	1	\$28,350	\$12,000	98	26	1		
13	13	m	07/17/1960	15	1	\$27,750	\$14,250	98	34	1		
14	14	f	02/26/1949	15	1	\$35,100	\$16,800	98	137	1		
15	15	m	08/29/1962	12	1	\$27,300	\$13,500	97	66	0		
16	16	m	11/17/1964	12	1	\$40,800	\$15,000	97	24	0		
17	17	m	07/18/1962	15	1	\$46,000	\$14,250	97	48	0		
18	18	m	03/20/1956	16	3	\$103,750	\$27,510	97	70	0		
19	19	m	08/19/1962	12	1	\$42,300	\$14,250	97	103	0		
20	20	f	01/23/1940	12	1	\$26,250	\$11,550	97	48	0		
21	21	f	02/19/1963	16	1	\$38,850	\$15,000	97	17	0		
22	22	m	09/24/1940	12	1	\$21,750	\$12,750	97	315	1		
23	23	f	03/15/1965	15	1	\$24,000	\$11,100	97	75	1		
24	24	f	03/27/1933	12	1	\$16,950	\$9,000	97	124	1		
25	25	f	07/01/1942	15	1	\$21,150	\$9,000	97	171	1		
26	26	m	11/08/1966	15	1	\$31,050	\$12,600	96	14	0		
27	27	m	03/19/1954	19	3	\$60,375	\$27,480	96	96	0		
28	28	m	04/11/1963	15	1	\$32,550	\$14,250	96	43	0		
29	29	m	01/28/1944	19	3	\$135,000	\$79,980	96	199	0		

Next, we select our variables to be reported in our case summaries (screenshot 3) and the statistics (screenshot 4):

Employee data - SPSS Data Editor

File Edit View Data Transform Analyze Graphs Utilities S-PLUS Window Help

Summarize Cases

Variables:

- Gender [gender]
- Educational Level [year]
- Current Salary [salary]
- Beginning Salary [salbe

Grouping Variable(s):

Display cases

Limit cases to first 100

Show only valid cases

Show case numbers

Statistics... Options...

Employee Code [id]	Date of Birth [bdate]	Employment Category [i	Months since Hire [jobti	Previous Experience [r	Minority Classification [r	salary	salbegin	jobtime	prevexp	minority	var	var	var
16	16 m	11/17/1964	12	1	0	\$40,800	\$15,000	97	24	0			
17	17 m	07/18/1962	15	1	1	\$46,000	\$14,250	97	48	0			
18	18 m	03/20/1956	16	3	1	\$103,750	\$27,510	97	70	0			
19	19 m	08/19/1962	12	1	1	\$42,300	\$14,250	97	103	0			
20	20 f	01/23/1940	12	1	1	\$26,250	\$11,550	97	48	0			
21	21 f	02/19/1963	16	1	1	\$38,850	\$15,000	97	17	0			
22	22 m	09/24/1940	12	1	1	\$21,750	\$12,750	97	315	1			
23	23 f	03/15/1965	15	1	1	\$24,000	\$11,100	97	75	1			
24	24 f	03/27/1933	12	1	1	\$16,950	\$9,000	97	124	1			
25	25 f	07/01/1942	15	1	1	\$21,150	\$9,000	97	171	1			
26	26 m	11/08/1966	15	1	1	\$31,050	\$12,600	96	14	0			
27	27 m	03/19/1954	19	3	1	\$60,375	\$27,480	96	96	0			
28	28 m	04/11/1963	15	1	1	\$32,550	\$14,250	96	43	0			
29	29 m	01/28/1944	19	3	1	\$135,000	\$79,980	96	199	0			

Data View Variable View

SPSS Processor is ready

Start Novell GroupWise - Mailbox benchmarks92003 - Micro... Employee data - SPSS ... 3:50 PM

The screenshot displays the SPSS Data Editor interface with the 'Summarize Cases' dialog box open. The 'Variables' list includes Gender, Educational Level, Current Salary, and Beginning Salary. The 'Summary Report: Statistics' dialog box is also open, showing a list of statistics to be calculated, including Median, Mean, Range, and Standard Deviation. The background data table shows columns for salary, jobtime, prevexp, and minority.

Salary	salbegin	jobtime	prevexp	minority
7,000	\$27,000	98	144	0
0,200	\$18,750	98	36	0
1,450	\$12,000	98	381	0
1,900	\$13,200	98	190	0
5,000	\$21,000	98	138	0
2,100	\$13,500	98	67	0
5,000	\$18,750	98	114	0
1,900	\$9,750	98	0	0
16,950	\$9,000	97	124	1
\$21,150	\$9,000	97	171	1
\$31,050	\$12,600	96	14	0
\$60,375	\$27,480	96	96	0
\$32,550	\$14,250	96	43	0
\$135,000	\$79,980	96	199	0

After we have selected the variables to be reported in the case summaries and the statistics, when then paste the syntax as discussed above:

The screenshot shows the SPSS Data Editor window with a data table and a Syntax Editor window open. The data table has columns for 'id', 'g', 'bdate', and several unlabeled columns. The Syntax Editor window contains the following command:

```
SUMMARIZE
/TABLES=gender educ salary salbegin
/FORMAT=VALIDLIST NOCASENUM TOTAL LIMIT=100
/TITLE='Case Summaries'
/MISSING=VARIABLE
/CELLS=MEAN RANGE .
```

The data table contains the following rows (rows 1-29):

id	g	bdate	var	var	var	var	var	var	var
1	m	02/03/1							
2	m	05/23/1							
3	f	07/26/1							
4	f	04/15/1							
5	m	02/09/1							
6	m	08/22/1							
7	m	04/26/1							
8	f	05/06/1							
9	f	01/23/1							
10	f	02/13/1							
11	f	02/07/1							
12	m	01/11/1							
13	m	07/17/1							
14	f	02/26/1							
15	m	08/29/1							
16	m	11/17/1							
17	m	07/18/1							
18	m	03/20/1							
19	m	08/19/1							
20	f	01/23/1940	12	1	\$28,250	\$11,000	97	40	0
21	f	02/19/1963	16	1	\$38,850	\$15,000	97	17	0
22	m	09/24/1940	12	1	\$21,750	\$12,750	97	315	1
23	f	03/15/1965	15	1	\$24,000	\$11,100	97	75	1
24	f	03/27/1933	12	1	\$16,950	\$9,000	97	124	1
25	f	07/01/1942	15	1	\$21,150	\$9,000	97	171	1
26	m	11/08/1966	15	1	\$31,050	\$12,600	96	14	0
27	m	03/19/1954	19	3	\$60,375	\$27,480	96	96	0
28	m	04/11/1963	15	1	\$32,550	\$14,250	96	43	0
29	m	01/28/1944	19	3	\$135,000	\$79,980	96	199	0

After pasting, we highlight the syntax and run the routine, producing the following output:

Output1 - SPSS Viewer

File Edit View Insert Format Analyze Graphs Utilities S-PLUS Window Help

→ Summarize

Case Processing Summary^a

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Gender	100	100.0%	0	.0%	100	100.0%
Educational Level (years)	100	100.0%	0	.0%	100	100.0%
Current Salary	100	100.0%	0	.0%	100	100.0%
Beginning Salary	100	100.0%	0	.0%	100	100.0%

a. Limited to first 100 cases.

Case Summaries^a

	Gender	Educational Level (years)	Current Salary	Beginning Salary
1	Male	15	\$57,000	\$27,000
2	Male	16	\$40,200	\$18,750
3	Female	12	\$21,450	\$12,000
4	Female	8	\$21,900	\$13,200
5	Male	15	\$45,000	\$21,000
6	Male	15	\$32,100	\$13,500
7	Male	15	\$36,000	\$18,750
8	Female	12	\$21,900	\$9,750
9	Female	15	\$27,900	\$12,750
10	Female	12	\$24,000	\$13,500

SPSS Processor is ready

Start | Novell GroupWi... | benchmarks920... | Employee data ... | Syntax1 - SPSS... | Output1 - SPS... | 3:54 PM

In Part 2 of this article appearing next month in *Benchmarks* we will customize this report's layout and reported statistics using the syntax output from Part 1. Happy computing!

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Reusable Learning Objects: What are they and what can they do for you?

By [Austin Laird](#), Distance Learning Administrator, Central Web Support

At this year's WebCT Users Conference, I attended several presentations on reusable learning objects (RLOs) in the online learning environment. RLOs have been a hot topic for some time but the conversation has only recently become more focused and defined.

If you Google for RLOs you'll find many different definitions and examples from various universities and companies; while there is a common thread between these definitions, they all are different. In this article, I'll give a working outline of what RLOs are and point you to some real life examples that you can use almost immediately in your online learning environment (read: WebCT). Granted, I'm no expert—our resident experts on the subject are the folks who are studying this in the School of Library and Information Science and in our Center for Distributed Learning—but I would like to see the use of RLOs here at UNT become more prevalent and perhaps this article will be a catalyst for some of you to create your own RLOs.

What IS an RLO?

For the sake of brevity I am glossing over the background and foundation that RLOs are built on, but keep in mind that RLOs are a part of the bigger goal of interoperability and reusability of learning materials (based on IMS, SCORM, AICC, etc; using XML, SOAP, etc). Basically, an RLO is any piece or collection of content that can be used in a course. An RLO can be as simple as an html file, a PowerPoint presentation or a Flash demonstration. These smaller items can be put together to build a larger RLO such as a learning module, quiz or some other larger piece of content. Generally though, an RLO as I am talking about is digital, small and portable.

A reusable learning object should be sharable and practical for use in multiple courses across several disciplines, and it should have a pedagogical goal. You should be able to track and identify the content and integrate it into your Course Management System fairly easily. These simple ideas become complex problems for content developers. I attended a great presentation given by Zoe Salloom from Georgia State University (GSU) who discussed just how GSU is meeting the challenge of creating RLOs with and for their faculty. One way they are developing RLOs is by creating templates that can be easily populated with course specific content and used in various ways in the online classroom. For instance, they have setup a series of games, like Jeopardy, where the faculty member simply inputs the questions

and answers and the game is built for them that they can then place in a WebCT class or even use in a face to face class. The games are great study guides and test preparation tools that are also fun for the students. This type of RLO is a little bit different in that you can share the content with others but you can also just share the tool to deliver the content.

GSU also presented some of the other RLOs they have been developing, including an amazing flash animation of the inner-working of a muscle. As they get permission from each designer, GSU is posting their learning objects for all to use in their learning object repository they are building. There are also other such repositories out there, such as MERLOT.org and learning-objects.net.

Get your own RLOs

I encourage you to visit these sites and download RLOs for your own courses. You will discover a large network of instructors and instructional designers like yourself and will be able to contribute your own work to the growing number of shared reusable learning objects.

- GSU site: <http://www.gsu.edu/~wwwets/instructionalsupport/learningobjects/index.html>
- MERLOT: <http://www.merlot.org>
- Learning-Objects.net: <http://www.learning-objects.net>

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Short Courses

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

After some delay, Fall Short Courses have finally been scheduled. Please consult the [Short Courses](#) page to see the to see the course schedules and to register for the classes of your choice.

Customized Short Courses

Faculty members can request customized short courses from ACS, geared to their class needs. Other groups can request special courses also. Contact ACS for more information (ISB 119, 565-4068, lynch@unt.edu).

Especially for Faculty and Staff Members

In addition to the [ACS Short Courses](#), which are available to students, faculty and staff, staff and faculty members can take courses offered through the [Human Resources](#) Department, the [Center for Distributed Learning](#), and the UNT Libraries' [Multimedia Development Lab](#). Additionally, the Center for Continuing Education and Conference Management offers a variety of [courses](#) to both UNT and the general community, usually for a small fee.

GroupWise Training

Information about GroupWise training can be found at the GroupWise course [site](#). As stated on the site, The GroupWise 6 course has been divided into 3 classes, which are spread out through the semester. **All classes are held in the Eagle Student Services Center, Room 152 (Training Lab) from 10 a.m. - Noon.** The schedules are as follows:

- **Basic GroupWise 6 - Class 1** (Introduction to GroupWise) - October 1 & 2. Download the manual: [Basic GroupWise 6, Vol. 1.](#)
- **Basic GroupWise 6 - Class 2** (Configuring GroupWise) - October 21 & 23. Download the manual: [Basic GroupWise 6, Vol. 2](#)
- **Intermediate GroupWise 6 - Class 3** (Productivity with GroupWise) - November 18 & 20. Download the manual: [Basic GroupWise 6, Vol. 3.](#)

You can register online by [clicking here](#) or by calling Human Resources at 565-4246.

If would like to have a Basic GroupWise seminar for your area, please contact Jason Gutierrez, Network Computing Services, jasong@unt.edu .

Center for Distributed Learning

The Center for Distributed Learning offers courses especially for Faculty Members. A list of topics and further information can be found at http://www.unt.edu/cdl/training_events/index.htm

The center also offers a "Brown Bag" series which meets for lunch the first Thursday of each month at Noon in Chilton 245. 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 [Center for Distributed Learning](#) Website.

Technical Training

Technical Training for campus network managers is available, from time to time, through the Network Computing Services (NCS) division of the Computing and Information Technology Center. Check the NCS [site](#) to see if and when they are offering any training.

UNT Mini-Courses

There are a variety of courses offered, for a fee, to UNT faculty, staff and students as well as the general public. For additional information surf over to <http://www.pware.com/index.cfm?clientid=2694a>

Alternate Forms of Training

Many of the [General Access Labs](#) around campus have tutorials installed on their computers. For example, the College of Education has Macromedia Tutorials for Dreamweaver 4.0, Flash 5.0 and Fireworks 4.0.

The [Training](#) Web site has all sorts of information about alternate forms of training. Computer Based Training (CBT) is one of the alternatives offered. Of particular interest are courses available via SkillSoft/SmartForce. See <http://www.unt.edu/smartforce/> for more information.

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Staff Activities

Transitions

No longer working in the Computing and Information Technology Center:

Minnie Hill Bedrick, Programmer for UNT/HSC Fiscal Data Systems.

Awards, Recognition, Publications

Samantha Moss, CITC Administrative Assistant, along with her band [Jetscreamer](#), is touring England this month. An article about them appeared on a BBC music [Website](#) recently.

Congratulations to **Michelle Elliott**, Student Records Team Programmer, on the birth of her son Jaden Christopher, September 15.

The following people were recognized for their service to UNT in the September 5, 2003 issue of [InHouse@unt](#):

- **Brenda Kirk**, CITC Network Manager, 15 years of service.
- **Linda Wallace**, Programmer/Analyst on the Student Records Data Systems Team, 15 years of service.
- **Rebecca Padia**, CITC Administrative Services Officer, 10 years of service.
- **Charlotte Russell**, CITC Information Security Coordinator, 10 years of service.

The following people were recognized as Soaring Eagles in the September 2003 issue of the *Human Resources Newsletter*:

- **Howard Draper**, Helpdesk Consultant, was praised for his ability to remain calm, friendly and helpful in a difficult situation.
- **Bob Saringer**, CATV/Communications Technician, Telecommunications, was recognized for the forethought and planning he displayed in rectifying a satellite problem.

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Don't Forget Our Monthly Columns!

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

In addition to our feature articles, *Benchmarks Online* publishes monthly columns that are focused on specific aspects of computing here at UNT (and beyond, in some cases). Check out what is waiting for you this month:

- [RSS Matters](#) - "RSS Matters" is the monthly column written by the Research and Statistical Support [Group](#) in Academic Computing Services. Their articles focus on topics of a statistical and/or research methods nature. **This month's article is by Patrick McLeod and is titled "Using Report in SPSS 11.5, Part 1 of 2."**
- [The Network Connection](#) - "The Network Connection" may well be the longest running column in computer publishing history. Certainly in University of North Texas computer [publishing history](#).

This month's column is titled "Stupid E-mail Tricks." In it, Dr. Baczewski gives you his take on the E-mail viruses that have been sweeping the planet lately.

- [Link of the Month](#) - As it says on the top of the "Link of the Month" page, "each month we highlight an Internet, USENET Special Interest Group (SIG), or similar mailing list(s) or Website(s)." Lately we have been confining ourselves to featuring UNT specific sites. **This month we focus on "The Eaglenet Wireless Network ."**
- [WWW@UNT.EDU](#) - "WWW@UNT.EDU" is a monthly column written by the Central Web Support [Group](#) in Academic Computing Services. The topics usually focus, in some way, on World-Wide-Web-related issues. **This month's topic is "Reusable Learning Objects: What are they and what can they do for you?."**
- [Short Courses](#) - Every semester, Academic Computing Services (ACS) offers short courses on computer-related topics, many of them having to do with statistical research. This column keeps you up-to-date on what is being offered and when as well as other training opportunities. **This month, read all about the new GroupWise courses and find out about the Fall Short Course offerings.**
- [IRC News](#) - As their Webpage [says](#), "the IRC is an advisory and oversight body created to foster communication and cooperation between and among UNT information resources providers and users." We publish the minutes of the IRC meetings each month, when they are available. There was no IRC meeting in August, so no minutes were published this month.

- [Staff Activities](#) - This column focuses on new employees, people who are no longer employed at the Computing and Information Technology Center, awards and recognitions and other items of interest featured here.