



Volume 5 - Number 11 \* November 2002

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## Feature Articles

### [Campus Computing News](#)

Click on the title above to bring yourself up-to-date on the status of the campus EIS project.

### [Holiday Hours](#)

Wondering what labs might be open over the Thanksgiving Break? How about the possibility of getting help from the Helpdesk? If so, your questions are answered here.

### [Moving off the Academic Mainframe](#)

This is the first in a series of articles intended to help Academic Mainframe users move data and files off of that system.

### [At Last! CD-ROMs of the New SkillSoft Courses are Available](#)

All UNT SkillSoft users now have the entire library of online courseware available to them on CD-ROM. All the old titles are available and now the new elearning courseware covering Linux, Solaris 8, Oracle 9i, and Windows/Office XP is also available. Details inside.

### [The New GroupWise Web Client](#)

[Computing Center](#)

[About Benchmarks Online](#)

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Checking your GroupWise E-mail over the Web has taken on a new look. Check it out!

## [Student Financial Aid and Scholarships Scholarship System](#)

The first phase of the Scholarship System is online and planning is underway for future enhancements and expansions. Read all about it.

### TODAY'S CARTOON

Click on the title above for an information age laugh.

Don't forget to check out our monthly columns. This month's topics:

- [RSS Matters](#) -- "Statistical Resources on the Internet" This month Dr. Herrington shares some of his "secret" links with you.
- [SAS Corner](#) -- "Back To Basics" Meet your new SAS Corner correspondent here.
- [The Network Connection](#) -- "A Brave new Internet?" Dr. Baczewski looks into his crystal ball and comes up with some surprising predictions.
- [Link of the Month](#) -- "The Learning Center" Find out what The Learning Center at UNT can do for you.
- [WWW@UNT.EDU](#) -- "Usability Guidelines for Web Sites" Kenn Moffitt, Director of University Online Communications, shares his expertise on Web site usability.
- [Short Courses](#) -- The fall Short Courses are almost over, but there are still a few available.
- [IRC News](#) -- Minutes of the Information Resources Council are printed here when they are available. The October minutes are included this time.

- [Staff Activities](#) -- New employees, people who are no longer employed at the Computing Center, awards and recognitions and other items of interest featured here.

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# Research and Statistical Support

## University of North Texas

### RSS Matters

The previous issue in this series can be found in the October, 2002 issue of *Benchmarks Online*: [An Introduction to Multilevel Models \(Part I\): Exploratory Growth Curve Modeling](#)

### Statistical Resources on the Internet

By [Dr. Rich Herrington](#), Research and Statistical Support Consultant

This month we survey some of the resources available on the internet for those who are interested in using statistics and statistical software. This list is in no way comprehensive and is in some sense biased, but does list resources that cover my interests in research, statistics and statistical computing. Some of the areas covered are statistical computing, basic statistics and advanced statistics including: multivariate theory, general psychometric theory, item response theory, latent structure analysis, multilevel modeling, missing value imputation, and Bayesian analysis. Statistical packages and statistical environments covered include: SAS, S-PLUS, R, LEM, WinBUGS, EQS, AMOS and LISREL. There are many individualized programs that are specific to a particular task (e.g. GPOWER - power analysis program). It is encouraging to see that many instructors and researchers are making their course notes and worked examples available for everyone on the internet. It truly is a time of abundance for those of us involved in using statistics and statistical computing resources for research.

Next week we return to Part II of our series on *Multilevel Models*.

### Articles

- [Statistical Computing and Graphics - An ASA Electronic Newsletter](#)
- [Review of Multilevel Modeling Programs](#)
- [Articles on Reliability](#)
- [DataSim - Article on Software for doing Statistical Simulation and Univariate Analysis](#)
- [PDF Articles on Latent Trait and Latent Class Models \(ZIP file of PDF's\)](#)
- [Multilevel Modeling Papers - Harvey Goldstein](#)
- [Multilevel Modeling Newsletter - Harvey Goldstein](#)
- [Latent Growth Curve Modeling in Adolescent Substance Abuse](#)
- [Statistics in Medicine - Full Text Download \(PDF\)](#)
- [Science Direct - Full Text Download \(PDF\)](#)



- [Search NEC Research Index](#)
- [Articles for Download - UCLA Portal](#)

## Tutorials

- [Lisrel tutorial](#)
- [Amos tutorial](#)
- [HLM tutorial - Hierarchical Linear Modeling](#)
- [HLM Concepts and Background - HLM 5.04](#)
- [Teaching Resources and Materials for Social Scientists - Multilevel Modeling Tutorial](#)
- [Using SAS Proc MIXED for Hierarchical Linear Modeling](#)
- [Introduction to Latent Trait Modeling \(IRT\)](#)
- [Introduction to Tetrachoric and Polychoric Correlation Coefficients](#)
- [Estimating a Latent Trait Model by Factor Analysis of Tetrachoric Correlations](#)
- [Binary Data Factor Analysis and Multidimensional Latent Trait/Item Response Theory \(IRT\) Models](#)
- [Latent Trait and Item Response Theory \(IRT\) Models](#)
- [Introduction to Bayesian Computational Methods - Bayesian Inference Using WinBUGS](#)
- [Tutorial for First Session of WinBUGS](#)
- [Tutorial in Monte Carlo Markov Chain Modeling \(MCMC\) - Lecture Notes, S-Plus & WinBUGS Programs](#)
- [Tutorial in Programming MCMC Algorithms](#)
- [R Code Example of Hypothesis Testing with MCMC](#)
- [R Code of a MCMC Shell Program](#)
- [S Poetry - S-Plus Textbook](#)

## Interactive Demos

- [Computer Adaptive Testing Tutorial](#)
- [IRT Interactive Demonstration](#)

## Software Downloads and Web Sites



- [Home Page for the "S" System - Bell Labs](#)
- [The Omega Project for Statistical Computing](#)
- [CRAN - Comprehensive R Archive Network](#)
- [Using R/S-Plus with XEmacs Editor in Windows](#)
- [S-PLUS Functions for Reliability](#)
- [S-PLUS/R Examples Used by SAS Proc Mixed - Multilevel Designs](#)
- [S-PLUS/R Examples Repeated Measures Designs](#)
- [Power of Multilevel Designs with S-PLUS](#)
- [Multilevel Structural Equation Modeling with S-PLUS](#)
- [Multilevel IRT with S-PLUS](#)
- [DataSim Download](#)
- [Software for McDonald's Textbook "Test Theory: A Unified Treatment"](#)
- [Free IRT Textbook and Software - Frank Baker](#)
- ["R" \(GNU S\) Programs for Classical Test Theory, Classical Item Analysis, IRT Simulations, Etc.](#)

## [Open Source IRT Software - ICL Program Fits 1, 2, and 3 Parameter IRT Models](#)

- [Free Rasch Measurement Software - Bigsteps](#)
- [Free Facets Analysis Software - DOS-Facets](#)
- [Online DOS-Facets Manual](#)
- [LEM - Software for Latent Trait and Latent Class Analysis](#)
- [Nonparametric IRT Models - LEM Input Files and Data Files](#)
- [Jim Ramsay's TestGraf - Nonparametric IRT Software Using "Kernel Smoothing"](#)
- [IRT Software - Item Response Theory Models for Unfolding](#)
- [Introduction to Tetrachoric and Polychoric Correlation Coefficients with Free Software](#)
- [Polychoric Correlation Program](#)
- [Tetrachoric Correlation Program](#)
- [Latent Trait Mixture Analysis](#)
- [Located Latent Class Analysis \(LLA\)](#)
- [CDAS \(Categorical Data Analysis System\) - Also includes MLLSA \(Latent Class Analysis Module\)](#)
- [WinLTA - Latent Transition Analysis](#)
- [Free Software for Bartholomew Book, "Latent Variable Models and Factor Analysis"](#)
- [Documentation for Bartholomew Book, "Latent Variable Models and Factor Analysis"](#)
- [Bayesian Inference Using Gibbs Sampling - Download WinBUGS \(program can model IRT & Multilevel models\)](#)
- [Bayesian Output Analysis Program \(BOA\) - Works in Conjunction with WinBUGS](#)
- [Software Key for Unlocking WinBUGS - Online Text Version](#)
- [Estimation and Inference via Bayesian Simulation - WinBUGS Examples, S-Plus Programs](#)
- [Examples Using MCMC with WinBUGS](#)
- [Example of IRT Model Using WinBUGS](#)
- [More Examples Using WinBUGS](#)
- [WinBUGS Examples from Peter Congdon's Book: "Bayesian Statistical Modeling"](#)
- [Course on Bayesian Methods in Biostatistics: WinBUGS Programs, Data Sets and Lecture Notes](#)
- [R \(GNU S\) Download Site](#)
- [Amos 4.0 student version; Amos 4.0 tutorial](#)
- [EQS 5.7 student version; EQS 5.7 tutorial](#)
- [Lisrel 8.51 student edition Lisrel tutorial](#)
- [HLM 5.04 Student Version](#)
- [Mx - freeware structural equation modeling software](#)
- [Mx - Examples](#)
- [Interactive Mx](#)
- [Latent Variable Modeling Using Partial Least Squares \(LVPLS\)](#)
- [Information page on available SEM packages](#)
- [Fully worked Examples of Random Effects Growth Models](#)
- [Timepath97 - SAS Programs for Growth Curve Modeling](#)
- [TPSIM - Simulating Longitudinal Growth Curves](#)
- [Software for Analysis of Data with Missing Data - Joe Schafer, S-Plus Programs](#)
- [S-Plus Programs & Articles for Robust PCA & FA](#)
- [Power Analysis in Covariance Structure Modeling - Robert McCallum](#)

- [Examples of Factor Analysis using Proc CALIS \(SAS\) and EQS](#)
- [Worked Examples with MLLSA - Latent Class Analysis Software](#)
- [Miscellaneous Free Software Link 1](#)
- [Miscellaneous Free Software Link 2](#)
- [GPOWER - Power Analysis Software for MS-DOS and Macintosh](#)
- [How to Use GPOWER](#)

## Searchable LISTSERV Archives

- [Structural Equation Modeling Discussion Network](#)
- [AERA-D Division D: Measurement and Research Methodology](#)
- [EDSTAT-L Statistics in Education](#)
- [S-NEWS S-Plus & R](#)
- [R \(GNU S\) Listserves - r-announce, r-help, r-devel](#)
- [BUGS - Bayesian Analysis Using Gibbs Sampling](#)
- [Multilevel Modeling](#)
- [Search Assessment and Evaluation on the Internet](#)
- [Search for Publications Concerning Bayesian Modeling](#)

## Useful LISTSERV Utilities

- [List of Statistics News Groups](#)
- [Official Catalog of LISTSERV lists](#)
- [Google's Advanced Groups Search](#)

## Internet FAQ's

- [Internet FAQ Archives](#)

## Course Notes, Lectures, and Software

- [Free Statistical Test Theory Text](#)
- [Benchmarks "RSS Matters" - A Column devoted to Research and Statistics](#)
- [UNT "R" Server on Kryton - Web Interface for Submitting "R" \(GNU S\) Programs](#)
- [Information on the Satisfaction With Life Scale \(SWLS\)](#)
- [More Information on the Satisfaction With Life Scale](#)
- [Information on the Beck Depression Inventory \(BDI\)](#)
- [Information on the Children's Depression Scale \(CDS\)](#)
- [Information on the Depression Anxiety Stress Scale 42 \(DASS 42\)](#)
- [Applications of Latent Trait and Latent Class Models in the Social Sciences \(online book\)](#)
- [Latent Class and Latent Trait Analysis Resources](#)
- [Latent Transition Analysis](#)
- [Item Response Theory Course - Readings, Data Sets, Computer Programs](#)
- [Frank Baker's Item Response Theory Website](#)
- [University of Illinois IRT Modeling Lab Website](#)
- [Item Response Theory Resources](#)
- [Free Rasch Measurement Software - Bigsteps](#)
- [Rasch Measurement Resources](#)
- [Handbook on Differential Item Functioning](#)
- [Item Response Theory Models for Unfolding](#)



- [Assorted Measurement Programs- Neils Waller](#)
- [Bayesian Analysis Using BUGS - Main Website](#)
- [Mx Structural Equation Modeling Software](#)
- [PMETRIC - Psychometric Software System](#)
- [Assorted Psychometric Computer Programs - IDANET program library](#)
- [Website for the Textbook "Bayesian Data Analysis" - Gelman, Carlin, Stern, Rubin](#)
- [Bayesian Inference in Measurement - Course Notes](#)
- [Centre for Multilevel Modeling](#)
- [MIX Multilevel Modeling Programs - Don Hedeker](#)
- [Other Software & Publications by Don Hedeker](#)
- [MLA Multilevel Modeling Software - Frank Busing](#)
- [Longitudinal Data Analysis - PDF files, Data Sets, and Programs by Don Hedeker](#)
- [Longitudinal Data Analysis Course - Don Hedeker](#)
- [Longitudinal Data Course - Marie Davidian, Lecture Notes, Data Sets, Programs](#)
- [Longitudinal Methodology Web Page - Patrick Curran](#)
- [Longitudinal Methodology - Peter Diggle's Homepage](#)
- [Patrick Curran's Homepage - Workshop Notes, Programs, Articles, etc.](#)
- [David Rogosa's Homepage - Programs, Data Sets & Examples](#)
- [Longitudinal Data Analysis Course - Nikhil Gupte, Lecture Notes, Data Sets, Programs](#)
- [Comparing Three Modern Approaches to Longitudinal Data Analysis - Data, Programs, & Documentation](#)
- [Psychometric Computer Applications - Brad Hanson](#)
- [Fundamental Measurement for Outcome Evaluation](#)
- [Free Statistical and Measurement Software](#)
- [Psychometric Theory Lecture Notes, Presentations, Talks, Etc.](#)
- [Paul Barrett's Homepage - Interesting Downloads \(notes, programs, etc\)](#)
- [Classical Item Analysis Software](#)
- [Software, Papers, Class Notes on using Bayesian Estimation - Simon Jackman's Homepage](#)
- [Statistics and Statistical Graphics Resources](#)
- [Structural Equations with Latent Variables - Programs, Examples, Datasets - Donald Green](#)
- [Web Links for Methodology and Statistics](#)
- [Supplemental Chapters for "Principles and Practice of Structural Equation Modeling \(Kline, 1998\)](#)
- [Multilevel Modeling Course, Lecture Notes, Example Data Sets, Programs - Jason Newsom](#)
- [Multilevel Modeling, Papers, Software, Books - Joop Hox Homepage](#)
- [Free Multilevel Modeling Textbook, "Multilevel Statistical Models" - Harvey Goldstein](#)
- [Free Multilevel Modeling Textbook - Joop Hox](#)
- [Online Statistics Textbook, Univariate and Multivariate Statistics](#)
- [Latent Variable Models and Factor Analysis Textbook - Bartholomew](#)
- [LEM - Software for Latent Trait and Latent Class Analysis](#)
- [Open Source IRT Software](#)
- [Exploratory Factor Analysis - Free Textbook by Robert McCallum, Ledyard Tucker](#)
- [Books on Measurement Theory, Test Theory, Structural Equation Modeling and General Statistics](#)
- [Ericae.net - A Clearinghouse for Assessment, Evaluation, and Research](#)



Information

- [General Statistics Resources](#)
- [Statistical Methods for Rater Agreement](#)
- [Ordinal Data Modeling with Bayesian Analysis - Jim Albert's Homepage](#)
- [EmBedBUGS: S-Plus Library for embedding WinBUGS in SPlus](#)
- [Notes and Examples Using S-Plus & R - John Maindonald](#)
- [Bayesian Course - Lecture Notes, Data Sets, Programs](#)
- [Bayesian Course - Lecture Notes, Data Sets, WinBUGS & S-Plus Programs](#)
- [Bayesian Course \(featuring MCMC\) - Lecture Notes, Data Sets, R & S-Plus Programs](#)
- [Bayesian Course Using Peter Congdon's Book - Lecture Notes, BUGS, BOA & S-Plus Programs](#)
- [David Draper's Homepage - Papers, Lecture Notes on Bayesian Modeling](#)
- [Course on Advanced Social Statistics - Latent Variable Analysis, Categorical Modeling, Multilevel Models](#)
- [Papers, Programs & Data Sets Concerning Robust PCA and FA - Peter Filzmoser](#)
- [Antwerp Group on Robust & Applied Statistics](#)
- [General Statistics Resources](#)
- [Diane Cook's Homepage - Multivariate Statistics, GGobi](#)
- [Practical Time Series - GNU "S" \(R\) Code for Time Series Analysis](#)
- [An R and S-Plus Companion to Applied Regression - Chapter Supplements, Programs & Data Sets](#)
- [Introduction to Advanced Statistics - Phil Wood](#)
- [Introduction to Latent Variable Models - Phil Wood](#)
- [Douglas Bates' Homepage - NLME \(Nonlinear/Linear Mixed Effects\), Programs, Data & Lecture Notes](#)
- [Introduction to Methods of Ecological Modeling](#)
- [Introduction to Multilevel Modeling - David Rogosa Course](#)
- [Statistics and Data Mining Research - Bell Laboratories](#)

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# Research and Statistical Support

## University of North Texas

## SAS Corner

### Back To Basics

By [Garvii Thomas](#), Research and Statistical Support Services Consultant

A big hi and hello to all! I am your new author of the SAS Corner. My name is Garvii Thomas and I am a student statistical consultant here at the computing center. I know I have some very big shoes to fill but I hope to be just as efficient and effective as Karl in bringing you the news and insight into SAS.

Over the coming months I remind readers of some of the peculiar yet important things that a SAS user should know in order to have their research done with ease and correctness. It will be my job to go over such topics as:

- Importing and exporting files
- Manipulating files and data that are stored both inside and outside of SAS
- Efficient ways to do programs in SAS
- Handling missing values in your data set
- Reviewing any new versions or upgrades of the software (version 9 and IML workshop 2.0)
- Most frequently asked questions about SAS

I hope to get feedback from you as to topics and methods that you are interested in learning about in SAS. E-mail me at [gthomas@cc.admin.unt.edu](mailto:gthomas@cc.admin.unt.edu)

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# Network Connection

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

## A Brave new Internet?

It's hard to ignore the commercialization of the Internet. I've written about that topic in this column [before](#), and upon reading a recent piece online, the topic once again came to mind. In "[The Death Of The Internet](#), How Industry Intends To Kill The 'Net As We Know It", Jeff Chester argues that broadband service companies attempts to control excessive bandwidth utilization will greatly inhibit the free exchange of text, audio, video and data, and prevent or discourage people from using peer-to-peer file sharing and online streaming media.

Certainly, the concentration of services among a small number of companies does not help promote the competition which would forestall the scenario Chester describes. With AOL, ATT, SBC, and a handful of cable companies as the major players, it is hard to imagine increased competition for online services any time soon. MCI Worldcom has always been a major player both in the U.S. Internet infrastructure and consumer Internet services, but it now is struggling just to stay in existence. Other core service providers like Qwest are hurting from current economic conditions.

This scenario is not good for educational institutions that wish to promote online learning and distance education. If restrictions on streaming media are put in place by service providers, it could get very expensive to offer online courses which include streaming video or live audio. The educational Internet could wind up like educational TV is today -- mostly entertainment to elicit public financial support with a bit of actual coursework offered at off-peak viewing times. In general, however, lack of competition is not good for the continued development of the Internet and the maintenance of the Internet as a truly democratic forum, where information can be exchanged freely by individuals regardless of social standing or economic class.

In spite of the bleak picture painted above, the optimist in me says that all may not yet be lost. When faced with an economic or political barrier, people tend to find a technological alternative (until it is priced or legislated out of existence). So, I'll put my futurist cap on and present another scenario that may not be far from coming to pass.

## Wireless to the rescue?

In case you hadn't noticed, wireless technologies are increasingly available in new computing devices (see the Network Connection from [May, 2002](#)). If you have a handheld computer or a laptop with a wireless card installed, then your computer can connect to a wireless base station which is connected to an Internet network. This frees you from the tether of that network cable which you usually need to connect to the Internet. The range of the wireless network is only a couple hundred feet at best, since it uses low-power general-use radio frequencies.

One characteristic of these wireless devices that you might not be aware of is that given the appropriate software, they can also communicate with each other. This peer-to-peer



communication usually requires coordination between those operating both devices, but what if there was software which could automatically sense when another wireless device is in range (there is), and what if wireless devices could automatically form a distributed network to pass information amongst a set of wireless nodes. The kind of distributed networking technology already exists in a number of traditional Internet peer-to-peer programs under development already -- you know -- the ones that Universities and commercial Internet providers are working so hard to repress.

Given a large enough density of wireless devices, a large-bandwidth network could easily be formed. In such a scenario, the mobility of wireless devices would be an advantage, since once a device established itself within new congregation of devices, it would have a chance to disseminate information beyond the limit of a single geographic area. One can imagine a viral model of information transmission, where message are broken up into small bits and the bits are transmitted on the wireless peer network until enough bits reach the intended destination to be rebuilt into a complete message.

A simpler model, however, would be a store and forward network amongst a group of registered wireless peers. This would be particularly useful in passing text messages without the need for a commercial wired backbone. If you think such a concept is a wild futuristic fantasy, then you are too young to remember fidonet. In the days before the Internet, Bulletin Board Systems (BBS) were popular. These were standalone computers with dialup modems which allowed others with computers and modems to connect and exchange e-mail and files (Geesh! I can't believe I am having to define "BBS"! Oh well.) Fidonet was a distributed store and forward network of BBS systems. The way it worked (and UUCP before it) was that late at night, a BBS would phone up another BBS and they would exchange e-mail or files bound for somewhere else on the network. E-mail might have to travel through a number of fidonet hops, but eventually it could get from one end of the country to another. Of particular value were fidonet nodes which had dial access to two or more toll areas or access to a tollfree line.

If by dedicating a bit of space and wireless bandwidth you could gain access to a potentially limitless and free communication channel that might be a price worth paying. Wireless technology has already spawned a bit of an Internet subculture. "[Warchalking](#)" is the practice of making chalk marks on a building or sidewalk to indicate the presence of a wireless network. New ideas for overcoming the distance limitations of current wireless technology are also being developed. The latest include [reports](#) of a company developing a base station which can reach miles instead of feet and provide a signal that tracks with a device as it moves. By distributing the network amongst millions of devices, the cost is greatly decreased. You even have the potential of using the wired network if base stations are included in the mix.

It is unlikely that wireless technology can be put back in the box. With the work of a few enterprising computer scientists or students (or high school kids), we could eventually see a distributed wireless network that is no longer dependent upon large scale telecommunication backbones (even worse news for Qwest). Potentially, we would have an unregulatable network with the good and bad that comes from that lack of regulation, but with the potential to be a truly populist communication forum. As Miranda might have said, "O brave new Internet, that has such devices in't!"

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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).*

## THE LEARNING CENTER



### "Helping UNT Students Take Flight"

The Learning Center is a great place. They provide all sorts of services to UNT students, including:

- **Connecting for Success** enables students to make use of campus-wide resources that address their academic difficulties. Referrals from academic deans are also a key component of the program.
- **Study skills** (Reading and Study Skills – RASSL) and speed-reading are separate classes designed to help students improve in areas such as reading comprehension, time management, test taking strategies, and note taking.
- **Supplemental Instruction/Tutoring** (SI/ST) targets traditionally difficult classes and provides regularly scheduled, out-of-class, group study sessions led by fellow students who have been successful in the class..
- **Volunteer Tutor Program** Top UNT students volunteer to help other students achieve academic success in basic courses.
- **Books and computer software for entrance exam preparation** (GMAT, GRE, MCAT, LSAT, CLEP) are available for students interested in gaining college credit or attending graduate school. These tests are given at Counseling and Testing.

The tutoring help is especially popular. You can get tutoring in the following topics, as well as some that aren't listed.



<b>Accounting</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Communication</b>
<b>Economics</b>	<b>English</b>	<b>French</b>	<b>Journalism</b>
<b>Math</b>	<b>Political Science</b>	<b>Psychology</b>	<b>RTVF</b>
<b>Spanish</b>	<b>Speech and Hearing Science</b>		

For more information, visit the Learning Center Website at <http://www.unt.edu/lc/>, or call or visit the Center in the Union, Suite 323, (940) 369-7006.



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## Usability Guidelines for Web Sites

*This article was first published in the August 2002 [issue](#) of [Benchmarks Online](#). The information contained here bears repeating. - Ed.*

By [Kenn Moffitt](#), Director of University Online Communications

I just returned from a conference in South Padre where I spoke about web site usability for news and information sites. I spent several months reading and rereading all of the web usability books that I could get my hands on including: [Homepage Usability: 50 Websites Deconstructed](#) by Jakob Nielson, [Designing Web Usability: The Practice of Simplicity](#) by Jakob Nielson, [Usability: The Site Speaks for Itself](#) by Kelly Braun, and [Shaping Web Usability: Interaction Design in Context](#) by Albert N. Badre.

The following list of usability recommendations kept showing up in all of the books. I bet I know what you will think when you read through the list. Probably something like “this stuff is just common sense”. I agree. A lot of the recommendations do “make sense” but they are not as “common” as you might think when you begin looking at UNT web sites.

### Help Your Audience Find Site

- Create an easy to remember web address for your site. This means that the web address should be easy to remember for your main audience not just that it is easy to remember if you are already familiar with UNT. Long acronyms and initials used in the names of web sites are not always remembered easily.
- Make sure that your main site is registered with the major search engines. Believe it or not many people think that Yahoo or Google IS the internet and will not try your direct URL first.
- Include your site's web address in your staff's e-mail signatures and on your letterhead and faxes to remind your audience of your web address.

### Help Your Audience Return To Your Site

- Allow the audience to create usable browser bookmarks
  - Title the page succinctly so that important information shows at the beginning in a browser's favorites or bookmarks
  - Lead the title with a logical descriptive or key word such as the university name or initials (allows the user to quickly locate your site in the browser's bookmarks or favorites since IE orders the bookmarks alphabetically instead of

in the order created like Netscape).

- Don't include the word "home page" in the page title this takes up room in the bookmark or favorite for no real reason.

## Help Your Audience Contact You

- Make sure that contact information is prominently located on your site.
- Use a real person's e-mail address if possible. Generic e-mail address such as [news@unt.edu](mailto:news@unt.edu) were perceived to be less likely to be answered promptly by audiences.

## Help Your Audience Find What It Wants

- The top right or left hand corners of the page are the most common spots where your audience expects to see a search link or search box.
- Label the search button "search" or "go" (most used labels for search boxes on the web) instead of trying to be original or creative.
- Include a large entry area for the search box (25-30 characters wide) in case the searcher types in larger search entries.

## Use Fonts and Colors Effectively

- Use sans serif fonts for text heavy pages to increase readability. Serif fonts do not display as well as on paper because monitor resolution is not as high.
- Make sure users can use the browser settings to adjust font sizes.
- Make sure that there is high contrast between background and foreground colors of a web page and to ensure proper printing on black and white printers (white text on dark backgrounds might not print in the default print settings in Netscape).
- Colors and fonts should be used to create visual hierarchies and to showcase content in order or importance.
- Fonts and colors should be used to standardize the look of the pages within the site.

## Organize and Display Your Site's Content Effectively

- Name and purpose of site should be prominent on the top of the home page with the site name repeated at the top of each page within the site.
- Design your site for a resolution of 800x600 (the most popular screen resolution with 1024x768 coming in second place).
- Make sure additional content on the right-hand side of the page is not missed by those using the lower 640x480 monitor resolution.
- Design critical content placement to take advantage of audience reading patterns from left to right and top to bottom (Z design).

- Most important information should be “above the fold” (visible in the window without the audience having to scroll down).
- Most important content should be centered on the page (left, right and top margins are expected to be navigation, site name or advertising ).

## Use Links Effectively to Promote Navigation

- Allow links to have visited and non-visited colors to give the audience a history of their actions.
- Links should be succinct and should lead with information bearing words to promote scanning. There is no need to start every button image or navigation link with “UNT”.
- If clicking a link is going to do something other than open a html page warn the user in the link (for example clicking the link will launch a real audio presentation)
- If using a link for e-mail, type out the entire e-mail address in case the web browser is not configured to send mail and the user wants to write down the address for later.

## Create Effective Headlines and Leads If You Have News Features

- Headlines should be short to promote scanning.
- Headlines should act as the link to the actual news release or story (standard in the news web site genre and reduces the space needed for an additional link at the end of the lead) .
- Leads should include actual information for the reader.
- Leads under the headlines shouldn't automatically be the first paragraph of the story. Depending on the first paragraph's content, sometimes the leads should be rewritten to communicate the stories main message and provide better information.

## Use Images Correctly

- Crop images for thumbnails so that the image portrays useful content.
- Recreate thumbnails of images instead of displaying big images at the smaller size. This will reduce the overall download time of the page.
- Don't overuse images in the visual design of your site, only use them if they allow you to convey essential information.
- Include alt tags for accessibility with a brief description of the image (if the image is essential).

## Further Reading

Please take a moment to look at a couple of Kenn's previous *Benchmarks Online* articles. They could prove to be very helpful to you. - Ed.



- [Designing UNT Websites for Accessibility](#)
- [Web Developers Meet to Discuss Changes at UNT](#)

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# Short Courses

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

The fall Short Courses are winding down. Please consult the [Short Courses](#) page to see the courses that are still available.

## 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](mailto: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

If you would like to have a Basic GroupWise seminar for your area, please contact Jason Gutierrez, Campus Wide Networks, [jasong@unt.edu](mailto:jasong@unt.edu).

GroupWise 6 classes for the campus:

Nov 19- Intermediate GroupWise 6

Nov 21 - Intermediate GroupWise 6

All classes are from 10 am to 11:50 am in the Eagle student Services Center (ESSC), Room 152. For signup information, go to <https://home.unt.edu/hr/training/treg.htm> or E-mail Melanie Betterson at [MBetterson@ADAF.admin.unt.edu](mailto:MBetterson@ADAF.admin.unt.edu) (565-4246).

## ProDirections Instructor-led Training

UNT has formed a partnership with ProDirections to offer instructor-led computer training on Microsoft Word, Excel, PowerPoint, and Access. Classes are \$99+\$42 for the book. Classes in a series (3 classes in the same series) are \$99 for each class and the book is free. The Excel Series includes Basic Excel, Advanced Excel-part 1, and Advanced Excel-part 2. The Access Series includes Basic Access, Intermediate Access, and Advanced Access.

## Upcoming workshops:

### **Basic Access**

Monday, December 9, 2002 from 1 p.m.-5 p.m.

### **Intermediate Access**

Tuesday, December 10, 2002 from 1 p.m.-5 p.m.

### **Advanced Access**

Wednesday, December 11, 2002 from 1 p.m.-5 p.m.

### **Basic Excel**

Tuesday, November 19, 2002 from 9 a.m.-1 p.m. (lunch provided)

### **Advanced Excel-part 1**

Wednesday, November 20, 2002 from 9 a.m.-1 p.m. (lunch provided)

### **Advanced Excel-part 2**

Thursday, November 21, 2002 from 9 a.m.-1 p.m. (lunch provided)

### **PowerPoint**

Tuesday, December 17, 2002 from 9 a.m.-1 p.m. (lunch provided)

To register, send E-mail to Melanie Betterson at

[MBetterson@ADAF.admin.unt.edu](mailto:MBetterson@ADAF.admin.unt.edu) or call Human Resources at x4246.

Payments can be made by either a check request or with a Purchasing Card and should go directly to ProDirections. Cancellations must be done 2 days prior to the workshop date to receive a refund.

For a description of each class please go to <http://www.prodirections.com/> and click on "Corporate Workshops"

## **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](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 ISB 204. 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 [Campus-Wide Networks](#) division of the Computing Center. Check the CWN site to see if and when they are offering any training.

## **UNT Mini-Courses**

These 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> .

## Alternate Forms of Training

Many of the [General Access Labs](#) around campus have tutorials installed on their computers. For example, the College of Education recently acquired some 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. Training tapes, Computer Based Training ([CBT](#)) and Web-based training are some of the alternatives offered. Of particular interest are courses available via SmartForce (formerly CBT Systems). See <http://www.unt.edu/smartforce/> for more information.

There are also handouts for computer training on the following topics:

- GroupWise 5.2 Handout for Win95/NT
- FAQ for GroupWise 5.2
- Computers - Back to the Basics
- Introduction to Windows 95 /98/NT
- Introduction to Word 97
- Advanced Word 97 - MailMerge It Together
- Introduction to PowerPoint 97 (Creating a Slide Show)
- Introduction to Remedy (THE Call-Tracking Program)
- AND, the award winning Introduction to Excel 97

Adobe Acrobat Reader Format only for the following:

- Introduction to Microsoft Word 2000
- Introduction to Microsoft Excel 2000
- Creating a Slide Show with PowerPoint 2000
- Using Netscape Communicator & the UNT Home Page

Use the Internet to search for answers to Microsoft Office problems. See <http://www.zdnet.com/zdhelp/filters/office/> December 1999's "[List of the Month](#)" offers links to free Microsoft Word and Excel information also.

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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.

## October 15, 2002

**VOTING MEMBERS PRESENT:** PHILIP TURNER, Chair, ELIZABETH HINKLE-TURNER, MATT CREEL, RAMU MUTHIAH, CRAIG BERRY, KENN MOFFITT, CHRISTY CRUTSINGER, JIM CURRY, COY HOGGARD (for JONEEL HARRIS), BRIDGETTE CARTER (for DONNA ASHER), CENGIZ CAPAN, WIL CLARK (for JOHN PRICE), PAUL HONS (for JUDITH ADKISON), JON NELSON **NON-VOTING MEMBERS PRESENT:** RICHARD HARRIS, COY HOGGARD, JUDY HUNTER, MAURICE LEATHERBURY, SUE ELLEN RICHEY (Recording Secretary) **MEMBERS ABSENT:** PATRICK PLUSCHT, DOUG MAINS, CAROLYN WHITLOCK, TOM JACOB, LOU ANN BRADLEY, JENNY JOPLING, VIRGINIA WHEELLESS, DON GROSE, ROBERT NIMOCKS, ARMIN MIKLER, BOBBY CARTER, ABRAHAM JOHN

## Communications Planning Group

Maurice Leatherbury reported for the Communications Planning Group, stating that the group met about two weeks ago to discuss the reorganization of Telecommunications and Data Communications. He reported that he has begun interviewing for the vacant Director of Communications Services position. Maurice stated that Data Communications is working to correct the problems the Library Annex has been having with the microwave link. In addition, the group discussed the possibility of dropping the Premium Remote Access service due to the fact that subscriptions have fallen off and the service is no longer able to support itself.

Philip Turner brought up the issue of the scarcity of and the need for an on-line testing site or

sites at UNT. With over 5,000 students taking on-line courses, there is a definite need for testing sites for those students. Dr. Turner suggested that he and Jenny Jopling meet with the Chair of GALMAC, as well as General Access Lab Managers to discuss the possibility of using General Access Labs as testing sites. Wil Clark stated that the System Center designated a classroom as a testing facility.

### **EIS Planning Group**

Coy Hoggard reported for the EIS Planning Group that there has been a lot of interest in the Fit gap meetings, and they are going well.

### **Standards & Policy Planning Group**

Kenn Moffitt reported for the Standards & Policy Planning Group by presenting the Desktop Computer Replacement Schedule and the Web Accessibility Policy and Guidelines document for a vote. It was explained that the Department of Information Resources required the development of the Desktop Computer Replacement Schedule and that the Web Accessibility Policy is required by state law. A vote was taken of the members and both the Replacement Schedule and Web Accessibility Policy were approved.

### **Student Computing Planning Group**

Elizabeth Hinkle-Turner reported that the Student Computing Planning Group has not met, but the group is working on fulfilling a request for a poster campaign to help students understand how to obtain an EUID.

### **TIF grant funding**

The Chair asked Maurice Leatherbury to discuss the TIF grant funding.

Maurice explained that when HB 2128 was first passed, establishing the grant, it was scheduled to expire in 2006. Since collections have been made ahead of schedule, the grant will expire in 2003 instead. The TIF grant funding has been important in providing discounts for purchases of data communications equipment for the University, as well as providing funds for major capital improvements such as video-conferencing rooms. Libraries have benefited the most from this funding so there is a movement by libraries across the state to get the TIF fund, or something like it continued. Wil Clark remarked that it would be beneficial to let the public know of TIF funding benefits so that they will write to their senators in support of it.

## **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. This fiscal year, the December meeting was changed to December 11<sup>th</sup>, the April meeting was cancelled, and the May meeting changed to May 7<sup>th</sup>. There was no meeting in August. All meetings of the IRC, its program groups, and other committees, are open to all faculty, staff, and students.



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# Staff Activities

## Transitions

The following are new employees:

- **Nina Burch** - Clerical Assistant, Computing Center Administration (part-time).
- **Tessa Couch** - Reports Distribution Assistant, Production Control, MTS (part-time).
- **Joe Adamo**, Director of Communications Services.
- **Andy Novak**, Computer Systems Manager, EIS Project.
- **Rhonda Holmes**, Administrative Assistant, EIS Project (part-time).

The following people no longer work in the Computing Center:

- **Pranav Dagaonkar** - Reports Distribution Assistant, Production Control, MTS (part-time).
- **Brian Bartels** - I/O Operator, Print Services, Production Services, MTS (part-time).

## Changes

- **Richard Herrington** has been promoted to fill the Research Support Services manager position vacated by Karl Ho.

## Awards, Recognition

**Blair Copeland**, Data Communications Computer Systems Manager, was recognized as a Soaring Eagle in the November 2002 Human Resources Newsletter. Blair "went out of his way to help a fellow employee with a difficult and significant part of a complicated problem." He will receive his award at the President's Staff Sack Lunch on February 25.

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# Campus Computing News

## EIS Project Status\*

The following information should bring you up-to-date in terms of the campus EIS project.

- **June - July 2002**

Completed the contracts with PeopleSoft, Inc. for Finance, Human Resources, Contributor Relations, and Student software and Ciber, Inc. for implementation consulting services. Phil Diebel is the EIS Steering Committee Chair with equal representation from UNT and the Health Science Center.

- **August - November 2002**

Introductory training of functional and technical staff to enable them to effectively participate in fit/gap analysis to compare UNT System business processes to PeopleSoft functionality. The output from this effort will be project plan and timeline to deliver the PeopleSoft components that are deemed to be highest priority for Phase I implementation.

- **August - September 2002**

Development of the Project Charter by UNT System and Ciber, Inc. This document contains key assumptions, goals, objectives, role descriptions, success points, scope, implementation strategy, project structure, management controls, and technical assessment. Reviewed by project management, product family leads, module leads, and the steering committee.

- **September - November 2002**

Establishment of PeopleSoft technical environment, including acquisition and configuration of Phase I of the computing equipment.

- **November - December 2002**

Installation and certification of PeopleSoft applications software.

- **September - December 2002**

Configure EIS project facilities at UNT Research Park where approximately 60-70 people from UNT and the Health Science Center will be working on the implementation.

- **January 2003**

Begin implementation. Current thinking is that products will be

implemented in the order below; however, it is possible that the fit/gap sessions could alter this tentative plan.

- Financial System
- Contributor Relations (Advancement) - concurrent with Financials but likely first in production
- Human Resources - including Payroll
- Student Administration

For more information see [www.unt.edu/eis](http://www.unt.edu/eis)

\* Information provided by EIS Co-Project Directors Joneel Harris, Associate Vice President for Enrollment Management, and Coy Hoggard, Senior Director of Administrative Computing.



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# Holiday Hours

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

Following are the hours for Computing Center-managed facilities for the Thanksgiving holiday. All staff offices will be closed Thursday, November 28 and Friday, November 29. The [Helpdesk](#), ACS General Access Lab and Mainframe Print Services will maintain services during much of the four day weekend, however.

- **Print Services** will close at 8 p.m. Wednesday 11/28 and re-open at 8 a.m. on Friday 11/29. They will close at Midnight 11/29 and then will be open from 8 a.m. until Midnight Saturday 11/30. After that they will resume their normal, schedule.
- The **Helpdesk** will be closed Thursday and Friday 11/28-11/29 but will resume normal operating hours and services after that: Saturday 11/30 - 9 a.m. - 5 p.m., and Sunday 12/1 - 1 p.m. to midnight.
- The **ACS General Access Lab** (ISB 110) will be open Wednesday 11/27 from 8:00 a.m. to 5:00 p.m., **Closed** Thursday, 11/28 through Saturday, 11/30. Regular hours (1:00 p.m. - 11:45 p.m.) will be resumed Sunday 12/1.

## Hours for Other Campus Facilities

The University is [officially](#) closed for Thanksgiving break Thursday, November 28 and Friday, November 29.

### General Access Labs

- [WILLIS](#):  
 Wednesday 11/27 close at 8:00 p.m.  
 Thursday 11/28 **Closed**  
 Friday 11/29 -- Open at 8:00 a.m. (back to 24 hrs)
- [SLIS](#):  
 Thursday-Sunday, 11/28-12/1 **Closed**
- [MUSIC](#):  
 Wednesday 11/27 8:00 a.m. - 8:00 p.m.  
 Thursday-Saturday 11/ 28-11/30 **Closed**  
 Sunday, 12/1 resume normal hours.
- [SCS](#):  
 Thursday-Sunday 11/28-12/1 **Closed**

- SOVA:

Wednesday 11/27, **close** at 5:00 p.m.  
Thursday-Sunday, 11/28-12/1 **Closed**

- COE:

Wednesday, 11/27 7:00 a.m. - 6 p.m.  
Thursday-Friday, 11/28-29 **Closed**  
Saturday 11/30 Noon - resume normal hours.

- COBA:

Wednesday 11/27 8:00 a.m. - 8:00 p.m.  
Thursday-Friday, 11/28-29 **Closed**  
Saturday 11/30 8:00 a.m. - 8:00 p.m.  
Sunday 12/1 Noon - Midnight

- CAS:

Wednesday 11/27:  
GAB 330 8 a.m. - 8 p.m.  
GAB 550, TH 220, WH 120 8 a.m. - 5 p.m.

Thursday-Saturday, 11/28-30 **All labs closed**

Sunday 12/1:  
GAB 330 Noon - Midnight  
GAB 550, TH 220, WH 120 **Closed**

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# Moving off the Academic Mainframe

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

*This is the first in a series of articles intended to help Academic Mainframe users move data and files off of that system.*

The deadline for moving files and programs off the Academic Mainframe is fast approaching. [Previous articles](#) have outlined the reasons for cessation of Academic Mainframe services as well as described a schedule for discontinuation of mainframe access. It's time to accept the fact that the mainframe services will be ending and start taking action to preserve any work which has been performed there (denial and anger stages are acceptable, but please pass through those as quickly as possible).

## Getting Started: Taking Inventory on CMS

The first step toward moving off of the mainframe is taking inventory of your mainframe files and the formats in which they exist. Everyone with an Academic Mainframe UserID has a CMS account and files which are stored on the CMS minidisk. If you've never run an MVS batch job which stores a file on MVS disk or tape, your CMS files will be your only mainframe files. SAS users will need to see if any of their CMS files are SAS format data sets. These are not text files, but rather are binary files which have data and items like variable labels stored within.

## Converting SAS Format Files

The following program converts SAS format files to a transportable version which can be downloaded to your PC. You will need to replace the items in italics with your own file names.

First suppose that you had created a data set using the following SAS statement:

```
DATA SASFILE.STUFF;
```

This would have created a CMS file named 'STUFF SASFILE A'. The following CMS SAS program copies your data from that file to a transport file named 'STUFF XPORT A'.

```
LIBNAME TRANS XPORT 'MYFILE XPORT A';  
PROC COPY IN=SASFILE OUT=TRANS MEMTYPE=DATA;  
RUN;
```

Once your file is stored in transport format it is ready to be downloaded from CMS and available to be imported into SAS for Windows. When you download transport files, be sure to specify a binary file transfer.

## Downloading files

There are two methods for downloading files from CMS. If you use a program called TCP3270 (sometimes called "Host Explorer") to log onto CMS, then you can use a file



transfer method built into that program. Another way to transfer files is to use an FTP file transfer program, but this method requires that you know your CMS minidisk password. To find your minidisk password, log onto CMS and use the command,

```
DIRM MDPW
```

That will generate a message like the following:

```
DVHREQ2288I Your MDPW request for AAnn at * has been accepted.  
DVHMDP3263I MDISK 0191 * : READ=XXXXXX 20020112 WRITE=XXXXXX 20020112
```

Instead of X's after "READ=" you will see your minidisk password and you can use this to access your files via FTP.

Both methods of file transfer mentioned above are documented in detail on the [ACS Research and Statistical Support Web page](#) in the FAQ section under "[RSS0006. How to transfer files from CMS?](#)". Please refer to that web page if you need instructions on file transfer.

## Getting Help

Academic Computing Services staff will be glad to help you with Academic Mainframe file transfer questions. Your first point of contact should be [Rich Herrington](#), Research and Statistical Support Manager. Others who can help are [Cathy Hardy](#) Academic Mainframe Consultant, and [Philip Baczewski](#), Associate Director of Academic Computing.

Before asking for help, however, you should at least try to take inventory of your CMS files and have an idea of what files you need to transfer. It may help to save and print out a list of your CMS files. To do so, use the "FILELIST" command to display your files and then type the command "FILE" from the filelist command line. A file name *UserID* FILELIST will be saved on your A disk (Refresh or exit and rerun FILELIST to see it), where "*UserID*" is your CMS ID.

ACS Staff will be glad to meet with you individually and develop a plan for transferring your files. The time to start is now. The closer we get to May of 2003, the less likely that staff will be available to provide you individualized attention. Use the links above to e-mail for help or call 940-565-2324 to contact us by phone. By starting now, you can ensure that you can preserve any important files you have on CMS.

*NEXT TIME:*

*Finding and transferring MVS Disk and Tape Datasets*

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Although I am well aware that most people have NOT been waiting for these with the same level of enthusiasm as they might for the new *Harry Potter* and *Lord of the Rings* movies, the new e-learning courses from SkillSoft are at last available on CD-ROM. This is especially important to many UNT users who wish to access the courses from home (they do not run well over a standard phone modem line). Additionally, some of you have encountered java-incompatibility problems with running the courses from the server. I regret to say that this annoying problem appears to be "unfixable"; I cannot figure out how to solve this issue nor can the SkillSoft tech support people. So, these on-campus users will want the CD-ROM-based materials also.

Happily, however, all UNT SkillSoft users now have the entire library of online courseware available to them on CD-ROM. Many already use the older courses such as Java, Windows2000 and UNIX via this medium. Now, the new elearning courseware covering Linux, Solaris 8, Oracle 9i, and Windows/Office XP are available. To obtain these courses simply contact me, the SkillSoft administrator, at [ehinkle@unt.edu](mailto:ehinkle@unt.edu).

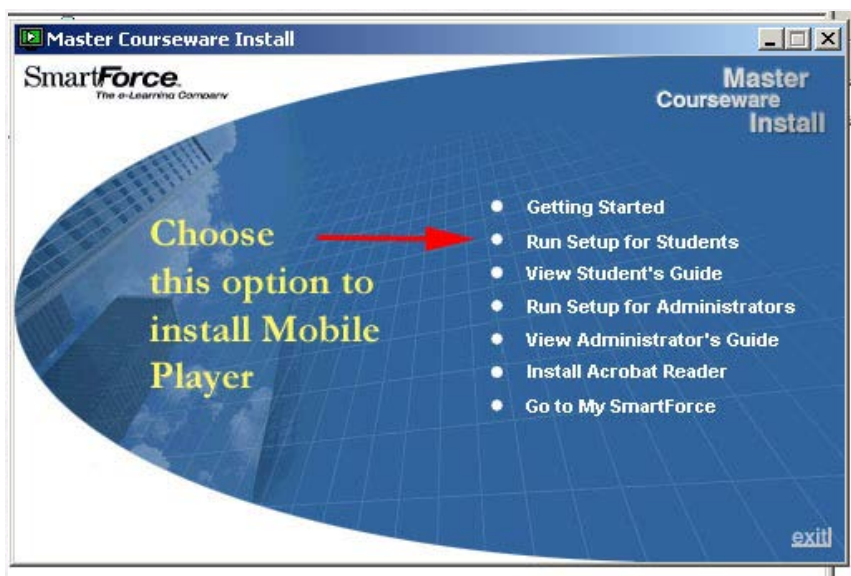
Unlike the older SmartForce courses the new e-learning content CDs require some software installation and configuration before they can be used . Please disregard these instructions if you are using CDs with the older SmartForce courses. Those CDs have an easy-to-access push-button interface. A copy of the following setup tutorial is permanently housed at <http://www.unt.edu/Smartforce/newcdrom.html>.

The new e-learning content must be viewed through your browser. The recommended browser for use is **Internet Explorer 6.x on the Windows PC platform**. A user must also have the **RealMedia, Shockwave, and Flash** plug-ins installed. If you do **not** have these plug-ins installed, you will be prompted to do so during initial setup and will be directed to the proper Website for installation. For more information about browser setup and configuration for SkillSoft e-learning courseware please see <http://www.unt.edu/Smartforce/browser.html>.

**Initial Setup:**

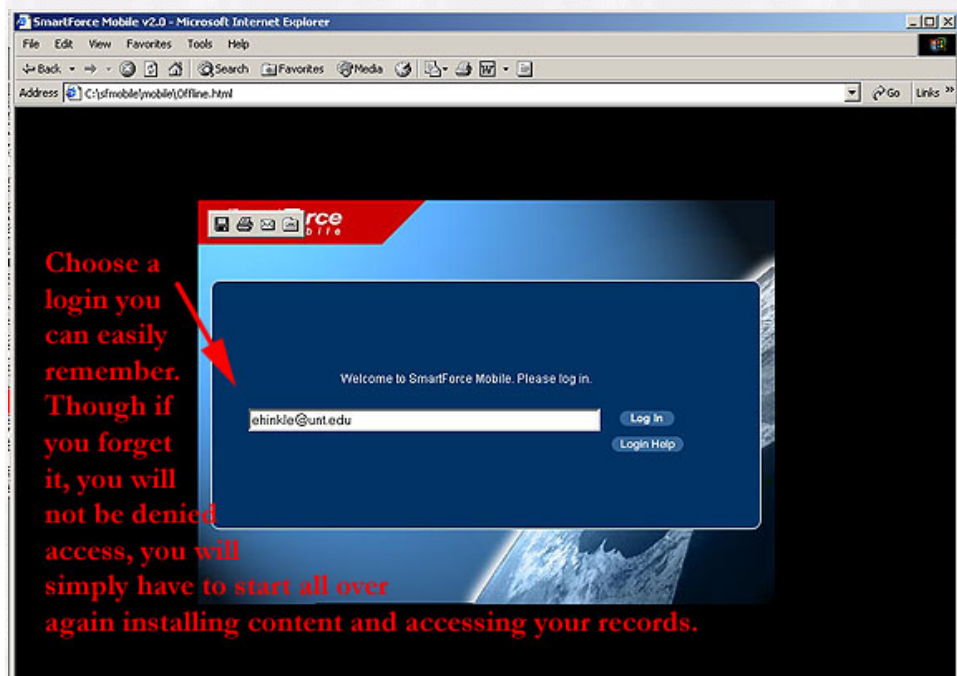
Once your browser and plugins are configured, you are ready to complete your initial Student setup. This is a process that is completed only once; from then on the accessing of e-learning content is done easily through the **Mobile Player** application which is present on your computer:

1. Insert CD-ROM. If Auto-play is enabled on your machine, the following menu will appear. If not, simply double-click on your CD-ROM drive in **My Computer** to access this menu. Select **Run Setup for Students:**



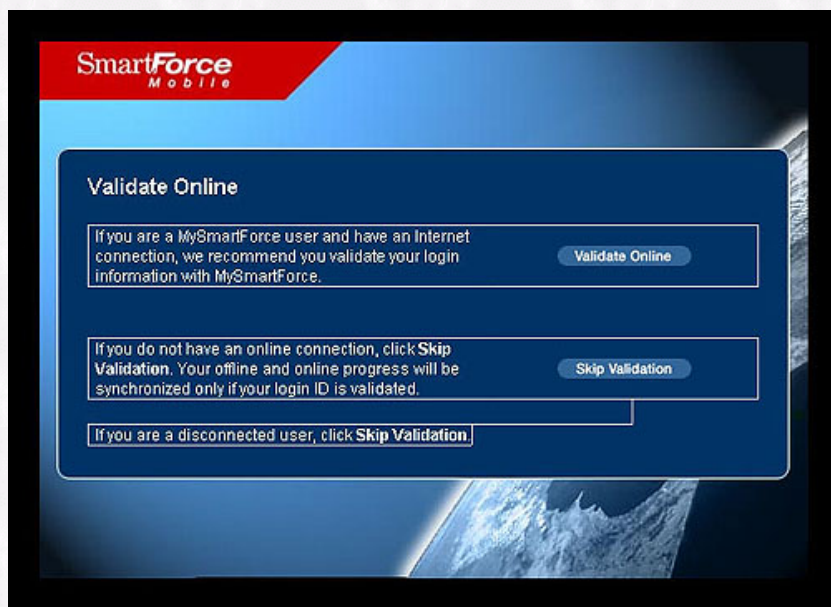
The Mobile Player will be installed. Answer "Yes" to all verification, licensing and setup questions. You will not need to reboot your computer.

2. After you install the Player the following login screen will appear. Please choose a login for yourself. It can be anything you wish - just make sure that you can remember it easily. The application uses this reference login to accurately store your progress information on your hard drive. It is not used for any sort of security purpose; it is simply used for file reference:





3. Next a **Validation** screen will appear. Choose the option **Skip Validation**. This screen will never appear again:



4. After this, you will be able to see the CD-ROM table of contents and proceed with courseware access and installation.

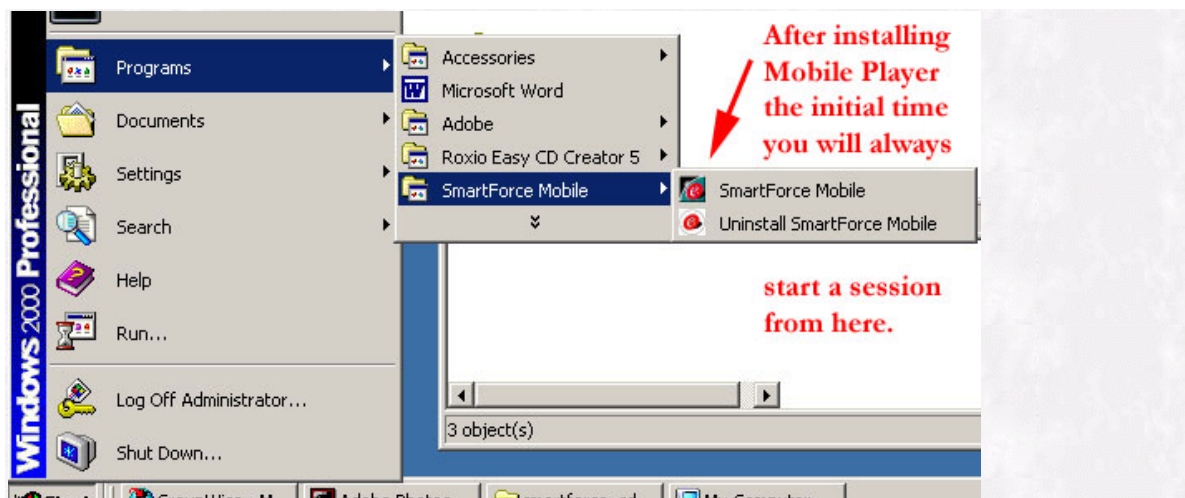
Remember, once you follow this initial procedure, you will not have to do it again.

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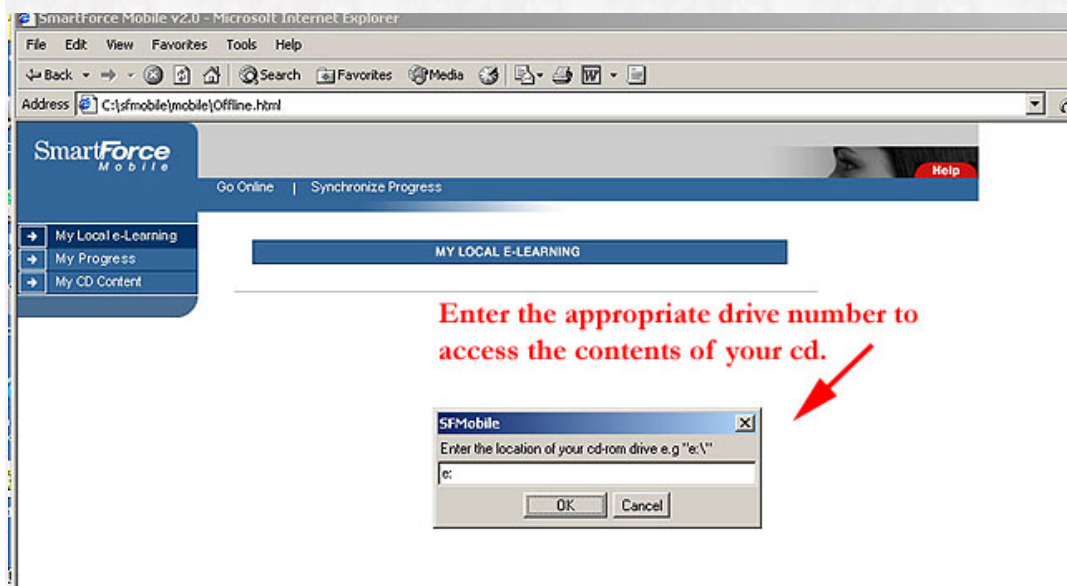
### Accessing E-learning Content:

1. To access e-learning content, put your CD-ROM into the drive. If the Auto-play option opens up the Table of Contents page again, simply exit it. You will no longer need it.

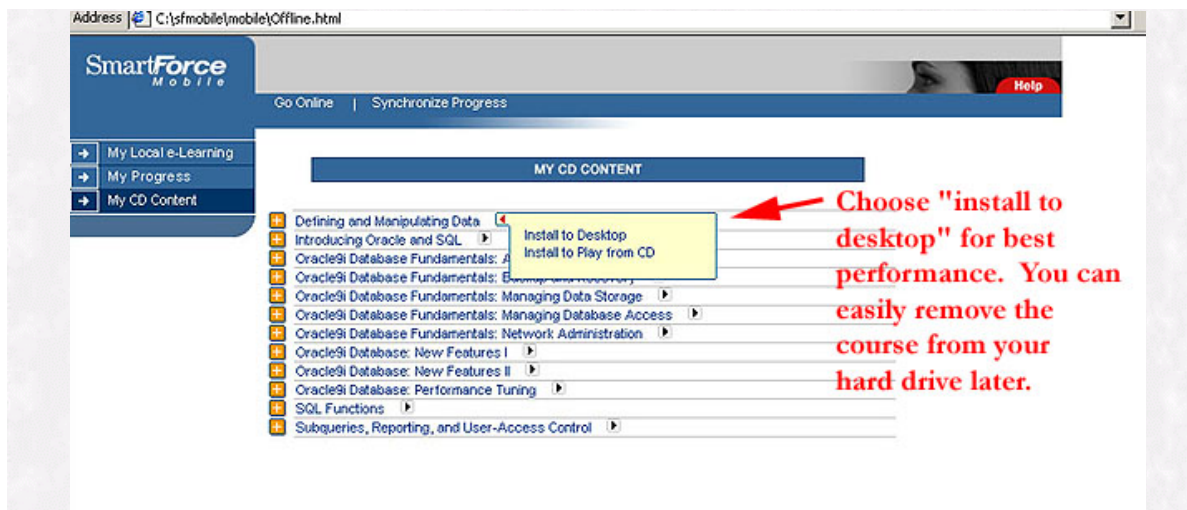
Instead, from your **Start Menu**, choose **SmartForce Mobile**:



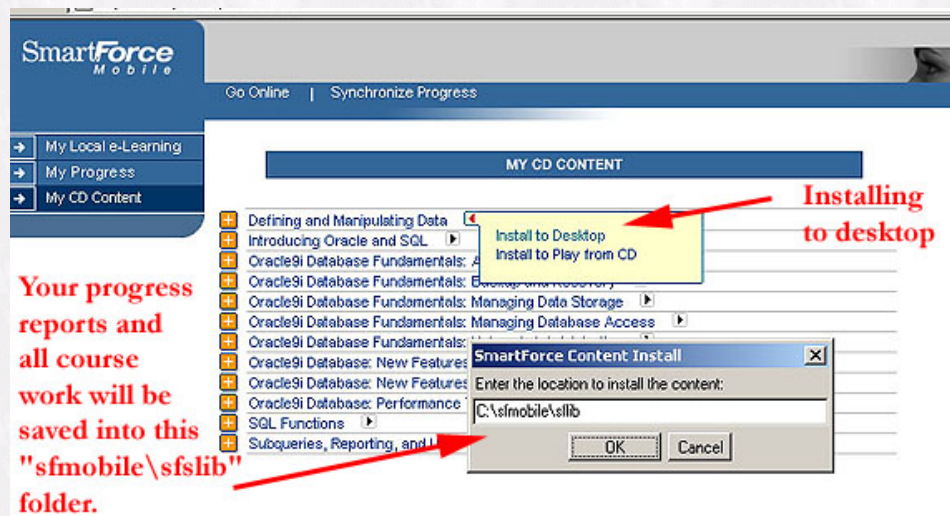
2. You will get the black and blue login screen pictured above. Log in using the name you chose initially. You will then see a new screen and should select the option **My CD Content**. You will immediately be taken to a screen which shows your CD contents. Please note that *occasionally* the CD contents will not be displayed until you choose your drive. If this is the case simply follow the instructions pictured below and in a few seconds, the table of contents of the CD-ROM will appear (sometimes it may take as long as a minute):



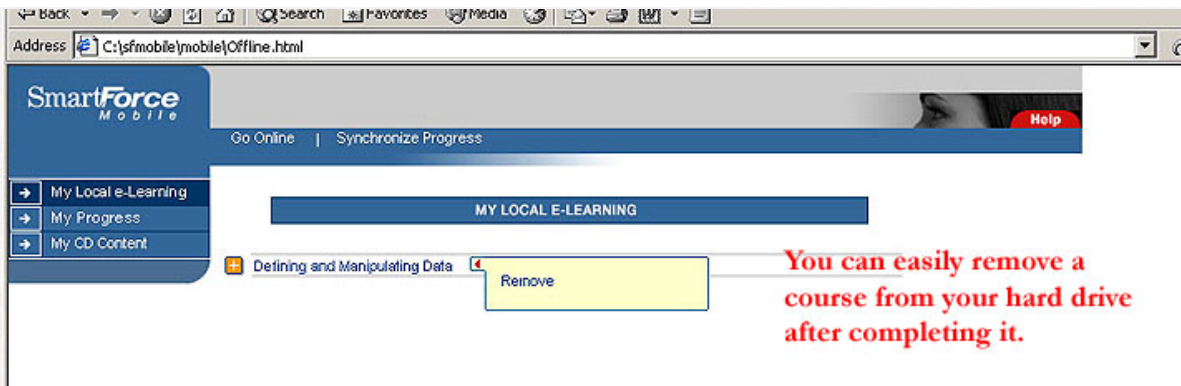
3. By moving the mouse over the titles you will be given the option to **Install to Desktop** or **Install to Play from CD**. Choose **Install to Desktop** for optimal performance. The courses are not large and will not take much room on your hard drive. Additionally, they are easily uninstalled later:



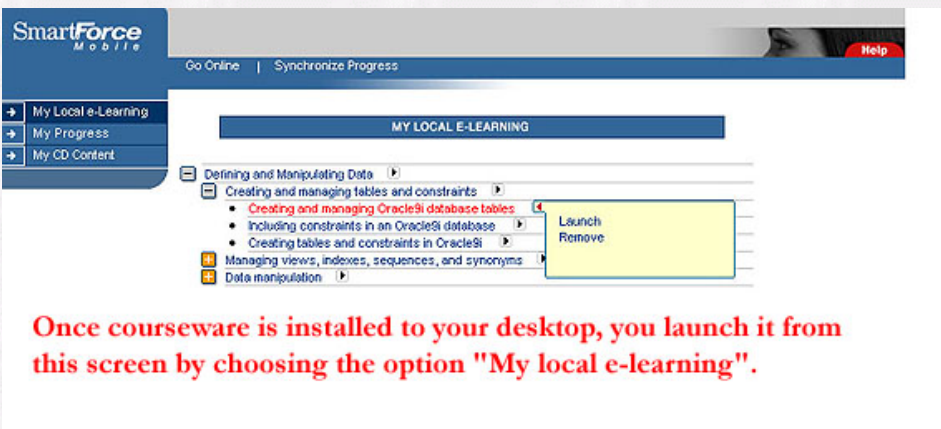
Note the location of your progress reports on your hard drive. You may need these for printout for your instructor or supervisor later:







4. Once the courseware is installed to your hard drive, you access it by selecting **My Local e-learning**. Note that after you have installed this courseware from CD-ROM, you will not need the CD-ROM anymore. All your available courseware is on your hard drive!



5. Here is what an e-learning courseware page looks like:



6. To view and print out your progress, select the option **My Progress** from your courseware screen:

Learning Object Name	Learning Object Code	Test Score	Status
Creating Oracle views, indexes, sequences, and synonyms	68158	n/a	n/a
Creating and managing Oracle9i database tables	68152	n/a	incomplete
Creating tables and constraints in Oracle9i	68154	n/a	n/a
Database transactions in Oracle9i databases	68212	n/a	n/a
Extensions to DML in Oracle9i databases	68215	n/a	n/a
Including constraints in an Oracle9i database	68153	n/a	n/a
Manipulating data in Oracle9i databases	68159	n/a	completed
Oracle database sequences, indexes, and synonyms	68156	n/a	n/a
Oracle database views	68155	n/a	n/a
Oracle9i database external tables	68157	n/a	n/a
Using DML statements in an Oracle9i database	68211	n/a	n/a

7. You may install as many courses as you wish from as many CDs as possible. After you have installed the courseware you need never use the CDs again. After this is complete all you will need to do to access your e-learning is use the following steps:

1. From the Start Menu, launch SmartForce **Mobile Player**
2. Login to the black and blue login screen
3. View **My e-learning**
4. Select the course you wish to use and away you go!

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An additional note: I have redone the entire SmartForce/SkillSoft Website located at <http://www.unt.edu/Smartforce/>. The new site reflects the technological and logistical changes brought about by the switch to Java-enabled courseware and the acquisition of the courseware by another company. New features include the tutorial presented above and a tutorial on navigating the older courseware CDs. New FAQs associated with the new courseware and company name have been added and a special section regarding the EEO\_Compliance CD-ROM available through SkillSoft and the Human Resources Office is featured. Enjoy!



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# The New GroupWise Web Client

By [Jason Gutierrez](#), Campus Wide Networks

Checking your GroupWise E-mail over the Web has taken on a new look. As of this fall, GroupWise Web 6 has been implemented as the Internet Web client. Web 6 is a welcome upgrade to GroupWise 5.5, with several new features.

In addition to its new modernized look and feel, Web 6 has added proxy access, rules, signature, and time zone ([fig.1](#)) to its list of features. Most notable of these enhancements is the addition of proxy access. Now you can grant proxy rights, and access another mailbox through proxy over the Web.

## Proxy Access

If you are not familiar with proxy access, it is the ability to view the contents of another user's GroupWise account. What you can view and do depends on the level of access granted to you (or that you grant to someone else). For instance, you may grant rights to your calendar so that a specific user can only read your calendar, while giving another user the ability to post appointments to that calendar. Granting proxy access and rights can apply to all areas of your GroupWise account, mail, appointments, tasks, etc.



Figure 1, New options available in Web 6.

## And there's more . . .

Other enhancements include:

- Mark items to be read later
- Add a signature to items

- Set WebAccess to the time zone they are in so that information that relies on dates and times will be based on their location rather than their post office's location
- Share folders with other users, add items to shared folders, and post messages to shared folders.
- Enable or disable existing rules; create new rules to delete, forward, move to a folder, reply to, or indicate vacation; delete rules.
- Create, delete, and modify personal address books
- Search on all available Address Book fields<sup>[1]</sup>

## GroupWise Training

If you are interested in GroupWise training, Campus Wide Networks offers several classes each semester that covers the fundamentals of this messaging system. For information E-mail Jason Gutierrez at [jasong@unt.edu](mailto:jasong@unt.edu). To sign up for classes contact human resources at 565-4246. Classes are held in ESSC room 152. For more information on what is new in GroupWise 6, visit the CWN Web site at: <http://cwn.unt.edu/cwn/gw/gw6/whatsnew.html>

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<sup>[1]</sup> Novell, What's New in GroupWise 6  
<http://www.novell.com/documentation/lg/gw6/>

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Student Financial Aid and Scholarships Scholarship System

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# Student Financial Aid and Scholarships Scholarship System

By [Jana Crews](#), Student Services Data Systems Programmer/Analyst

When the design phase for the new scholarship system began two years ago, the challenges that were encountered included a diverse population of administrators, donors, and recipients. A decentralized system existed to administer scholarships that extended across the entire university and beyond. Carolyn Cunningham, director of Student Financial Aid and Scholarships (SFAS), and Mahshid Grooms, Team Manager for Student Services Data Systems evaluated the existing process and determined that a new online system was necessary. The goal of the new system would be to improve communication and make the system more efficient and user-friendly. Administrative staff, current University of North Texas students, and prospective students would benefit from the online access to scholarships.

## Administrative functions

The administrative functions consist of the behind the scenes setup necessary for adding, managing and awarding scholarships. These functions include setting up a scholarship profile by entering characteristics, general restrictions, tuition and fee restrictions, assigning an application code and entering any essay requirements. The system offers the administrator the optional functionality of entering notes about the scholarship and entering a timeline of events associated with the scholarship. An audit function is also available for critical data.

## Student functions

The student functions consist of search capabilities and online application for the scholarships administered by Student Financial Aid and Scholarships. Students can search for scholarships by department, field of interest, college, major, keyword, name, and specific student criteria. The most powerful search option is by keyword. This search is performed against the list of all active scholarship names and their descriptions. Once the student has searched and found a scholarship that he/she is interested in applying for, the student can select the application menu and begin the application process.

The online application for students was designed to eliminate duplicate information and streamline the application process. The shared information across scholarships includes biographical, academic, awards/honors, organizations/offices, and employment data. After completing those sections one time, the student can then select from a group of scholarship applications and attach an essay if required in either Word (.doc) or text (.txt) format. The student is provided with a checklist of steps to follow and every screen has



instructions and field help. When the student is satisfied that all of his/her information is correct the student can submit or finalize the application(s). Once finalized, the application is ready for the administrative staff to evaluate.

<https://www.webapps2.unt.edu/>

This first phase of the Scholarship System targeted the management of scholarships administered by Student Financial Aid and Scholarships. It has been moved to production and the scholarship applications for Academic Year 2003-2004 will be available mid-November. The future enhancements and expansions will involve awarding, reporting and bringing other departments on board. This online scholarship system should improve communication and hopefully eliminate the paper trail that was necessary in the past.

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## Today's Cartoon

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**“Before you hang up, Mrs. Johnson, are you aware that you can lose up to 50 pounds a year by listening to telemarketers instead of eating your dinner?”**

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