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Campus Computing News

Eaglenet Wireless Network Update

By Joe Adamo, Director of Communications Services

We reported in September, that Eaglenet Wireless Networking had come to UNT. For the last eight months the Computing and Information Technology Center has been busy installing the "Eaglenet Wireless Network" on the UNT campus. That network is now available for your use.

Accessing Eaglenet

Eaglenet allows students, faculty, and staff to use their current EUID's and passwords to access the Internet from a laptop or personal digital assistant (PDA) equipped with an 802.11b wireless interface. To access and use Eaglenet, simply configure your wireless device with "Eaglenet" as the SSID, turn off WEP encryption, and connect to the network (these arcane instructions are described in more detail on the Website referenced later.) 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.

If you need more help accessing Eaglenet, check out the CITC's wireless Webpage at www.UNT.edu/wireless, where you'll find 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. Although the CITC's helpdesk staff (at 565-2324) can't work on your personal equipment, they are available to answer your questions and help you through the wireless set-up process.

Where is Eaglenet installed?

Eaglenet is installed in high traffic areas across campus, i.e. the Willis Library, the Union, etc., to serve the largest numbers of students, faculty and staff. The wireless web page at www.UNT.edu/wireless has a complete listing of where Eaglenet is available as well as a link to frequently asked questions (FAQs) about Eaglenet and how it operates.

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Holiday Hours

By Claudia Lynch, Benchmarks Online Editor

Following are the hours for CITC-managed facilities for the winter break. All staff offices will be closed Wednesday, December 24 through Friday, January 2, 2004. 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. December 23 and remain closed until 6a.m. December 26. Resume regular hours at that time until December 31. **Close** at 4 p.m. December 31 and remain closed until 8 a.m. January 2. Resume regular hours at that time.

- The **Helpdesk** is planning on being **open their normal hours** during this time except that they will be closed Christmas Day, Thursday, December 25.

- The **ACS General Access Lab** (ISB 110) winter break hours:

  December 15 - December 19: 9 a.m. - 4:45 p.m.
  December 20 - December 21: **Closed**
  December 22 - December 23: 90 a.m. - 4:45 p.m.
  December 24, 2003 - January 4, 2004: **Closed**
  January 5 - January 9: 9 a.m. - 4:45 p.m.
  January 10: 9 a.m. - 5:45 p.m.
  January 11: 1 p.m. - 9:45 p.m.
  January 12: resume normal hours

Hours for Other Campus Facilities

The University is officially closed for winter break Wednesday, December 24 through Friday, January 2, 2004.

General Access Labs

- WILLIS:

  - December 15, Noon-5:50 p.m.
  - December 16-9, 8 a.m.-5:50 p.m.
  - December 20-21, **Closed**
    December 22-23, 8 a.m.-5:50 p.m.
  - December 24-Jan. 4, **Closed**
  - January 5-8, 8 a.m.-5:50 p.m.
  - January 9, 8 a.m. -2 p.m.

January 10, 9 a.m.- 5:50 p.m.
- January 11, 1 p.m. - resume 24hr service

- SLIS:

  - December 13 – January 6: closed
  January 7 – 9: 10 a.m. – 8 p.m.
  January 10-11: **Closed**
  January 12 – resume regular hours

- MUSIC:

  - December 13 – January 11: **Closed**
  January 12: normal daily hours resume

- SCS:

  - December 13 – January 11: **Closed**
  January 12: normal daily hours resume

- SOVA:

  December 13 – January 11: **Closed**
  January 12: normal daily hours resume

- COE:

  - December 13 - January 11: **Closed**
  January 12: resume regular hours (7 a.m.)

- COBA:

  - December 13-January 9: **Closed**
  January 12: resume regular schedule

- CAS:

  - December 13 – January 11: **Closed**
  January 12: normal daily hours resume

Benchmarks Online

SPAM Blocking Measures Instituted on UNT Mailhosts

By Bahram Paiani, UNT E-mail Postmaster and Dr. Philip Baczewski, Associate Director of Academic Computing

UNT CITC staff has enlisted the help of sites who keep a list of "known and potential SPAM sources" in order to cut down on the number of SPAM E-mail messages that we receive here at UNT. We took these steps in mid-November and initial efforts have yielded apparent success.

For one day in November, we blocked a total of 38,379 SPAM messages at the main unt.edu mail router service (mailhost.unt.edu). For the first week of December, we blocked 313,019 potential SPAM messages out of a total of 2,406,798 messages processed through the top-level mail router. In other words, for the week we blocked as much SPAM E-mail as one day's number of legitimate messages.

But that E-mail was innocent!*

We have received a few E-mail messages from people indicating that their friends/wives, etc. have not been able to communicate with them. These SPAM-blocking services work by discovering and registering Internet sites which are observed to or potentially could support the transmission of SPAM messages. Sometimes a commercial Internet service has servers which fall into this category and "innocent" E-mail can be caught in this SPAM filter.

For example, one of the services we use is called NJABL . A bounced mail message filtered by this service may contain a line like one the following:

  "blocked using dnsbl.njabl.org, reason: open proxy"   OR
  "blocked using bl.SPAMcop.net, reason: Blocked"   OR
  "blocked using dnsbl.njabl.org, reason: relay tested" OR
  "blocked...

If so, the person who sent the E-mail needs to contact their Internet service's technical support to correct a problem on that service's network which is causing it to be listed as a potential SPAM source.

Further Information, Assistance

For any other error messages, other technical support can contact the UNT postmaster at postmaster@unt.edu or at 940-565-4162. In any correspondence,

it will be necessary to include the full mail header of the bounced message to be able to diagnose the reason for the mail's rejection.

The volume of SPAM being transmitted on the Internet has grown to the point that it can no longer be ignored by network support staff. To this point, efforts have been put toward identifying SPAM so that it can be filtered once it reaches your E-mail Inbox. Actively rejecting suspicious messages, however, will cut down on the amount of work our E-mail systems are having to do on it's behalf and provide us with a more efficient service for the E-mail we need to conduct the mission of the University.

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* Your incoming mail may not be SPAM, but we are getting more and more of it lately that is. Admittedly, some of it is quite amusing. Dr. Baczewski received this recently. Translation programs can do wonders to the English language!:

> How do you do dear lucky Customer !
> I believe wonderful news now for you!
> Gratis permission to vital and limited aduIt ulr from
> RemarkableGang
> company!
> Open this ulr at this moment to get your access:
> ...
> P.S. Cherished chum and ally this Remarkable intelligence are
> limited
> advise, so Check it now!
> Yours faithfully, your lewd aide!

Benchmarks Online

Whitelisting BULK: Mail Using GroupWise Rules

By Jason Gutierrez, Network Computing Services Messaging Specialist

Bulk E-mail or Unsolicited Commercial E-mail (UCE) - SPAM by another name - is a growing concern at UNT and across the nation/world. The Network Computing Services Team provides bulk E-mail filtering to help you manage this type of mail better. E-mail that is likely unsolicited now includes the word "BULK:" before the subject of the message.

This E-mail filtering has been going on for some time now and you should be familiar with the spam filter that actively evaluates messages based on their content to determine if they are likely to be undesirable bulk mail. There is a tutorial, called GroupWise "BULK:" E-mail Filtering , that will teach you to create a rule to filter this mail out of your main inbox and redirect it to another folder. You will need to take this tutorial before attempting to Whitelist your GroupWise mail (described below).

As some have noticed, the process of defining mail as BULK: is not a foolproof endeavor. On occasion, E-mail that comes from a legitimate source is mistakenly labeled as BULK:. Legitimate mail that is mistakenly marked BULK: is known as a "false positive." The question is now, how can I make sure that false positive E-mail is not filtered into my BULK mail folder or sent to the trash (which ever location you have decided to redirect your BULK: tagged mail)?

Whitelisting your E-mail, a tutorial

The answer is to "whitelist" your E-mail. Whitelisting E-mail is the process by which you tell GroupWise that even though a message is tagged as BULK, it belongs to a trusted group of E-mail senders and should not be filtered along with undesirable mail.

NOTE: This tutorial is a companion to the GroupWise "BULK:" E-mail Filtering tutorial. Complete this tutorial only after completing the BULK mail tutorial or it will not work. This tutorial is also available on the NCS Website here.

Step 1) Create the rule to identify legitimate E-mail.

- From the **Tools** menu, select **Rules**.
- In the Rules window, click "**New...**"
- Name the Rule "Whitelisted BULK Mail"
- When event is... **New Item**, mark the checkbox labeled "**Received**" (should be the default).

- If conditions are ... make sure none of the boxes are checked.

Step 2) Define the filter

- Click the "Define Conditions..." button and refer to the image for an example and explanation below.

Your filter definition should follow this example. I'll explain:

A) The first line of the filter should read exactly like the example above.

> **Subject |->** *(begins with)* **BULK: End Group**

> > This line tells GroupWise to look for mail that is tagged BULK: in the beginning of the subject line.

B) After you enter **End Group** at the end of the first line, a drop down menu appears centered below.

> **And** - This will begin a second series of filter parameters.

> **From []** *(contains)* E-mail@ddress.com **Or**/**End**

> > This second series of parameters is the list of E-mail addresses that you want to whitelist. In the first line I have entered '@domain.com' which tells GroupWise that mail from this E-mail domain fits my description of legitimate E-mail. This of course could be substituted with "@aol.com", "@charter.net", "@thisorthat.org", etc. By using a generalized E-mail domain you will allow all mail from this domain to pass, regardless of who sent it.

> > In the second line I have narrowed my

criteria down to a specific person in a specific E-mail domain.Why? You may find it desirable to let some @yahoo.com users to E-mail you, but not *ALL* E-mail users from @yahoo.com to E-mail you. You should use your best judgment as to which type of filter to adopt for each whitelisted entry.

NOTE: It is important that when identifying multiple E-mail addresses to whitelist that you separate each line with the "**OR**" argument. If you use "and" then ALL criteria must be met for the rule to work, and this is not the effect you want for this rule.

C) At the end of your last E-mail filter entry, select **End**.

Later when you are editing this rule to add more entries to your white list, change the **End** statement in the last line to **Or**. Changing the last argument to **Or** will spawn a new line.

D) Click OK to complete the filter.

Step 3) Define the Action

- From the "**Add Action**" drop down menu, select "**Move to Folder**".
- A window will appear that allows you to browse your GroupWise account, mark the checkbox next to your mailbox then click "**Move**."
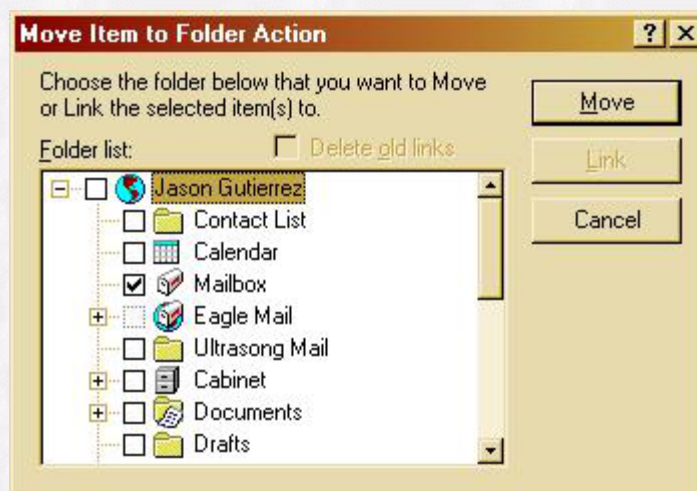

- Return to the "**Add Action**" menu and this time select "**Stop Rule Processing**."

  This will prevent the BULK mail rule (that you should already have) from acting upon whitelisted BULK mail.

- Click the "Save" button. *You are now finished with creating the Whitelist rule.*

Step 4) Place the Whitelist rule above your Bulk Mail rule.

- Click on the Whitelist rule you have just created and drag it **above** your BULK mail rule. *(Absolutely necessary)*
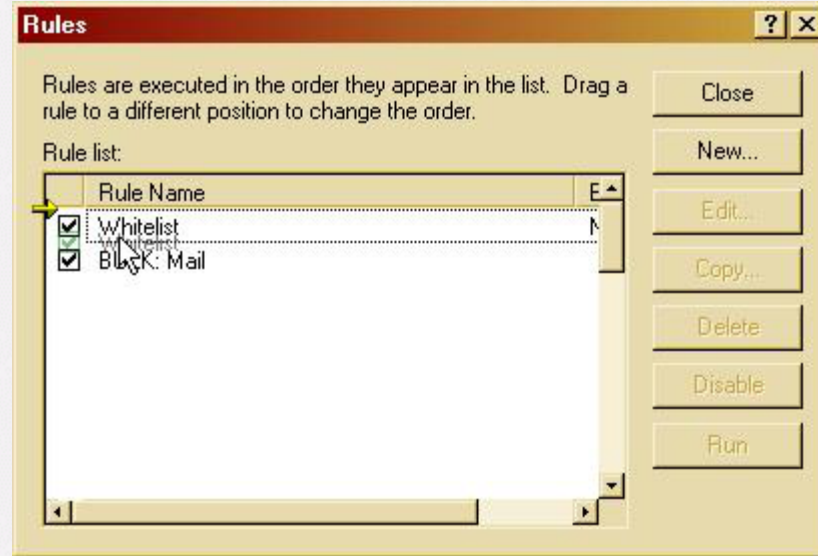
You should see a gold arrow appear to the left of the rule indicating the order you are placing it.

Step 5) Add more names to the rule. *(optional)*

- If you need to add more addresses to your whitelist, return to the **Rules** window, select the **Whitelist** rule, and click the **Edit...** button.
- Click the **Define Conditions** rule and add more E-mail addresses/domains to your list.

Benchmarks Online

Your GroupWise Archive

By Jason Gutierrez, Network Computing Services Messaging Specialist

Thanks to many of you who came out this semester for GroupWise training. Of the many topics we covered, questions regarding the GroupWise archive and the 180 day rule were most frequent. For those of you who couldn't make the training sessions this time around, here are a few points covered in the class that you may be interested in.

180 Day Rule

Everyday the GroupWise system evaluates the age of a message to see if it passes the 180 day age threshold. If it does then the message is deleted from the GroupWise mailbox and cannot be recovered.

Archiving is a process that offloads messages (mail, appointments, tasks, reminder notes) to a locally stored archive. The archive can only be opened using the GroupWise client, and only after the owner of the archive has logged into their GroupWise account (locally stored means a location on your computer or file server). Any messages kept in the GroupWise archive are not subject to the 180 Day Rule. For more information in setting a local archive location, see my tutorial here
http://ncs.unt.edu/gw/basicgroupwise/manual/Chapter3/c3-3.html

Manual vs. Automated Archiving

There are two basic ways to archive messages in GroupWise. If you wish to manually archive a message, simply select the message in GroupWise and from the ACTIONS menu select ARCHIVE. If you would like to automate this process, my tutorial on configuring the cleanup settings will help. You can view that tutorial online at
http://ncs.unt.edu/gw/basicgroupwise/manual/Chapter3/c3-4.html

(Note: As a general rule of thumb, I do not recommend setting your auto archive date to more than 150 days, because if you are away on vacation you will have a 30 day buffer protecting you from mail being deleted.)

Backup Your Archive

Finally, as we approach the end of the semester and the Christmas break, you may want to consider backing up your archive to some form of removable media like a CD-R/W, Zip disk, or tape drive. In general it is a good idea to

make a backup of your archive once a month, and this is a great time to start. You may locate your archive by consulting the archive directory path that you set in your environment options (http://ncs.unt.edu/gw/basicgroupwise/manual/Chapter3/c3-3.html). Inside the designated directory you will find a folder named of***arc, where the *** is a three letter/number combination that signifies your particular account. As I stated earlier, none of the files within are viewable by any application other than GroupWise. Make sure that the backup of this directory is part of your personal backup plan.

Benchmarks Online

An Online Campus Directory

By **Dr. Philip Baczewski**, **Associate Director of Academic Computing**

UNT Students, Faculty, and staff now have a new tool for communicating with others on the UNT campus. An official online directory is now available at the following URL: http://info.unt.edu/. The directory service allows you to search on first and last name and returns the position and contact information for faculty and the E-mail address and the major, college, and classification for students.

Students who have requested that their directory information be withheld will not appear in the directory. Faculty and staff contact information is public information under State law and cannot be withheld from the directory.

Getting by

For years the campus used an unofficial E-mail directory supplied by the College of Arts and Sciences Computing Support Services Staff in partnership with ACS and other CITC staff. The directory combined EagleMail, GroupWise, and P-Mail addresses and correlated them with top-level aliases and made available all non-duplicated addresses. It was a great service, but it wasn't "official" and could not determine which address of many might be the preferred address of a faculty or staff member.

It's official!

The new official directory at http://info.unt.edu/ still must rely on available information to provide a preferred e-mail address, however, that information can now be updated via the EUID Account Management page. If you haven't already done so, please update your preferred E-mail address at http://ams.unt.edu/ so that your E-mail address in the directory will be correct. You will have to login using your EUID and password to access and update your account information.

The more people who update their preferred addresses, the more accurate the directory will be. So, please tell your colleagues about this service and let them know how to update their information. CITC staff will continue to develop this directory and are working on ways to populate the directory automatically when new faculty or staff are hired. It's hoped that as it grows, the directory will become an integral tool for on-campus communication.

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JAWS 5.0 has arrived

By **Dr. Elizabeth Hinkle-Turner**, **Student Computing Services Manager**

Academic Computing Services has received its CD copies of JAWS 5.0 from Freedom Scientific at last. The application has been available for download from the Freedom Scientific site for several weeks prior to shipment date and has already been tested in the ACS / Adaptive General Access Lab. The new version of JAWS most notably includes several enhancements to its webpage-reading capabilities (provided that web developers have inserted the proper ADA-compliant HTML tags). Additionally, JAWS 5.0 includes again, a very important feature that was 'lost' in the 4.x version: the ability to read text in a terminal emulation window. This is especially important to persons with disabilities in areas that utilized terminal emulation of UNIX/Linux-based machines (like computer programming and Linux server management) on Windows desktops.

Where do I get JAWS?

An installation CD for JAWS 5.0 can be picked up from Elizabeth Hinkle-Turner in ISB 129. The CD packet also includes an audio manual for the application (more on the contents of the CD packet in this article below).

Unfortunately, the much-touted 'web-based license authorization process' that was to ship with JAWS 5.0 did not make it to prime time so installers of the software are still stuck with those lousy authorization diskettes. **AND** the company forgot to ship UNT a new batch of those authorization diskettes so network managers who still have their 3.7 authorization disks will need to use them to authorize their new JAWS 5.0 installation! (our Freedom Scientific sales rep has reported to me that 'new disks are in the mail' so keep your fingers crossed).

Before everyone gnashes their teeth too much over the authorization diskette

issue, however, please read the hints below on how to easily install JAWS on all your machines with only one diskette authorization and also how you might want to take advantage of the JAWS server/client version of the product when rolling out this product.

Minimizing problems with JAWS

The easiest way to minimize your JAWS authorization woes (and actually to minimize problems with the application in general) is to include it as part of a 'base image' of your machine, launch the application and authorize it, and then ghost that base image with the authorized JAWS installation. Then when you push out your new base image onto your machines using Symantec's Ghost, the authorization sticks and the application is all ready to go for all your desktops. No more shoving of diskettes into endless numbers of floppy drives and no more having to have 10 authorization diskettes (each diskette contains 5 authorizations) for a 50-machine lab. Just remember that if you want to preserve that initial authorization, you will need to put it back onto the diskette before wiping your base image machine and starting over from scratch. (JAWS online help - included with the installation CD - gives good instructions on how to put an authorization back onto the diskette). This 'make one authorized installation onto a base image and push out that image via Ghost' is the method we use in the ACS/Adaptive General Access Lab and is the method recommended by the folks in tech support at Freedom Scientific. The tech folks also strongly advised *against* using Zenworks to launch and install JAWS - they have found that method to be fraught with difficulties.

Another way to distribute JAWS

A second way that some colleges and departments may want to distribute JAWS to their users who need it is to use the client/server version of the software. Each JAWS installation CD has an option: **JAWS Network Setup**. Select **JAWS Network Setup** from the JAWS CD Autorun dialog, and select **JAWS Server Setup with Speech** (for administrators who are visually impaired) or **JAWS Server Setup without Speech** (for sighted administrators who don't need the screen reader). The Setup process is very similar to a regular installation of JAWS except that the JAWS Server Setup without Speech will not then require a diskette authorization upon first launch.

Installing JAWS

It is strongly recommended that you select either **Guided or Advanced install**. Select all speech synthesizers and/or Braille displays that will be used on any of the client systems. Only those items that are selected during the server setup will be available to the clients. If you select JAWS Server Setup without Speech, you will need to administrate the JAWS user accounts remotely from a client system, using an account with administrative rights. All potential users of JAWS in your area will need to have Read and Filescan rights to the server directory in which you install the network copy.

The network authorization (once again you only have to use that auth diskette once) can be installed at any point after the JAWS50 folder on the server is

shared and before the JAWS network client setup is installed on each client system:

Insert the JAWS Network authorization diskette into drive A. JAWS network authorization cannot be installed from drive B.

Select Start, Run and type:

A:\netauth -t\\ServerName\SharedDirectoryName -net

Substitute the appropriate server name and shared directory name, as this switch requires the UNC (Universal Naming Convention) path to the JAWS50 folder. Then make sure that every client machine for JAWS has a drive mapped to this path. Once the client version of JAWS is installed on the client machine, each time it is launched it will look to the shared server directory for its authorization. JAWS server administrators also set up user profiles and accounts using the **HJAdministrator** application that is part of the installation. Each JAWS user gets his or her own profile folder where he or she can set and save user preferences. By logging into JAWS on other client machines, the user can access his or her profile folder and have all preferences in place. All instructions on running HJAdministrator are included on the JAWS installation CD.

Is there a server version?

We have only begun experimenting in the ACS / Adaptive lab with the server version of JAWS. It *does* sound especially useful for large enterprises with a variety of JAWS users. From the labs' and ODA's perspective, it would allow a student, staff, or faculty member with a visual disability to move about and do work in a variety of areas on campus while keeping his or her particular user preferences always available. User profiles and authorizations could be accessed and shared using the UNT Student Storage system. If you are interested in our experiments with JAWS Server, please contact me, Elizabeth Hinkle-Turner and I will keep you posted.

Attn. Network Managers

It is strongly recommended that network managers using JAWS in their areas come by and pick up the installation CD even if they have already downloaded and installed the new version of the software from the company website. Additionally the contents of the CD can be found on CC2\Software in the JAWS directory. The installation CD contains extensive online documentation of the features mentioned above and also on the application in general. All documentation is found in the following directory on the CD: **\JAWS50\AllFiles\Documentation\On-Line Help** Documentation for JAWS is found in the **JFW.chm** file and documentation on HJAdministrator is found in the **HJAdmin.chm** file.

Also found on the installation CD is a complete text of the audio manual found in **\Training\JAWS Audio Demos**. The actual audio CD is *not* on CC2\Software due to space considerations; you will have to pick that CD up from me, Elizabeth Hinkle-Turner.

Conclusion

In conclusion the new version of JAWS should not present endusers with any new learning issues or network managers with any unforeseen installation issues; it is pretty much the same product as always. For more information please contact me at ehinkle@unt.edu.

Benchmarks Online

New Equipment in the Adaptive Lab to Expand Learning Opportunities

By **Dr. Elizabeth Hinkle-Turner, Student Computing Services Manager**

The ACS/Adaptive Lab has acquired two new pieces of hardware that will expand the learning opportunities of the visually impaired on campus greatly. In late October the lab received the Focus 84 Braille display manufactured by Freedom Scientific (the 'JAWS' people). This hardware displays in Braille the contents of the computer screen so anyone literate in Braille can easily read the screen with his or her finger tips. Data from the screen is displayed in the same matter that it is typically read by Freedom Scientific's JAWS software and the JAWS software engine is what 'drives' the display. This is important because the same ADA-compliant HTML tags used to create ADA-friendly websites are applicable to creating websites that can be accessed via the Braille display.

The Focus 84 is the largest of the three Braille displays available. Braille is displayed via rows of metal 'pins' that pop up and down in a series of holes. The display has an extra line of holes to display text elements such as boldface or italics (the user decides what text element he or she may want to be aware of) and also gives the cursor position. A toggle wheel on the side of the display allows the user to roll back and forward through lines of text at his or her own pace also if needed. The display should prove to be especially appropriate for computer science students utilizing more 'texty' operating systems such as LINUX and UNIX and who are writing lines of code since this type of straightforward display of text is what the Focus shows best.

The staff of the ACS / Adaptive General Access Lab are working on a tutorial for use of the Focus 84 and this tutorial should appear soon on their Website.

Tiger Professional Embosser

The lab has also acquired a Tiger Professional Embosser which will greatly

enhance the embossing technologies available for the preparation of course and testing materials for students who are visually impaired. The Tiger specializes in the embossing of *images* rather than text though it will emboss the appropriate Braille upon recognition of a letter in an embossed image. The Tiger is used best to emboss materials such as math graphs, astronomy star charts, maps, technical drawings, and spreadsheets (be sure that any font in the spreadsheet is large in size so it is recognized by the embosser). This hardware should be a real advantage for the creation of accommodating materials in math and science. Persons wishing to emboss text only, however, should continue to use the 4x4 Braille Embosser for such purposes.

We have an easy-to-follow tutorial for the use of the Tiger Embosser on the ACS/Adaptive website. The Tiger accepts a variety of paper sizes and has a roller paper feature for really large graphic production. The Tiger should only be used for the benefit of students with disabilities; it cannot be used for artistic projects. The lab is currently having an isolation cabinet built for the Tiger; though it is touted by its manufacturer (ViewPlus Technologies) as being very quiet, it really makes quite a racket when in use!

Come in and check it out!

Faculty and staff who may be working with students with visual disabilities are strongly encouraged to come to ISB110 - the ACS/Adaptive lab - and check out this new equipment and its possibilities. Additionally, faculty who need to prepare materials for students with visual disabilities for Spring 2004 should begin such projects as soon as possible. Our lab staff is *not* available for the completion of such projects so UNT community members are responsible for finding workers who can complete these tasks (we are happy to show them how).

The lab is open until Dec. 23 (9:00 - 5:00) and again from January 5 to the beginning of school. For more information about these and other adaptive technologies and services please contact Dr. Elizabeth Hinkle-Turner at ehinkle@unt.edu.

Benchmarks Online

Skip Navigation Links

SPSS 12.0 is Available Now from Academic Computing Services

By **Dr. Elizabeth Hinkle-Turner**, **Student Computing Services Manager**

SPSS 12.0 has been released and has been fully tested and implemented by Academic Computing Services. All installation materials needed by network managers are available from GAUSS_STATAPPS.ACS.Acad.UNT\all_SPSS\SPSS_12\ . A text file with the appropriate serial numbers and license codes is included in the SPSS_12 folder. Additionally, an online manual for SPSS 12.0 is found in this location.

Network managers can associate their license objects with the following license container in the following location:

SPSS+SPSS+11_0_1.Application Metering.ACS.Acad.UNT

Our SPSS enterprise license no longer requires that the application be metered but it would be 'nice' to do so in order to enable the easy gathering of usage statistics.

Faculty and staff needing individual copies for home machines, laptops etc. can contact the staff at Research and Statistical Support Services for those individual application CD-ROMs.

Questions about the metered version of SPSS 12.0 should be directed to Elizabeth Hinkle-Turner

SPSS 12.0 is Available Now from Academic Computing Services

Benchmarks Online

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TODAY'S CARTOON

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GLASBERGEN

"Anyone who sends me junk e-mail is automatically added to the 'naughty' list!"

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Today's Cartoon

Benchmarks Online

Network Connection

By Dr. Philip Baczewski, Associate Director of Academic Computing

Who Owns the Internet?

December 10 - 12, 2003, the first meeting of the World Summit on the Information Society (WSIS) was held in Geneva, Switzerland. The WSIS was proposed at the 1998 meeting of the International Telecommunications Union (ITU). The ITU is an international organization under the auspices of the United Nations which is a coordinating body for telecommunications issues around the globe. The WSIS was devised to foster global discussion in regard to the developing information society and to develop policy and action plans in support of the worldwide extension of online technologies. There's disagreement about whether this summit meeting was a success or failure, but there's no doubt that the Internet stands at a crossroads as it is poised to develop into a truly global network.

True to UN form, a "High-level Summit Organizing Committee" or HLSOC was created under the aegis of the UN Secretary-General. It included representatives from a number of UN agencies, including: FAO, IAEA, ICAO, ILO, IMO, ITU, UNCTAD, UNDP, UNEP, UNESCO, UNHCR, UNIDO, UPU, WHO, WIPO, WMO. Lost in that alphabet soup is the exclusion of ICANN, the Internet Corporation for Assigned Names and Numbers. While ICANN is not a UN agency, it's hard to talk about the future of the Internet without talking to or about ICANN.

ICANN?

In fact, the WSIS generated a bit of controversy when all non-governmental representatives (including media) were excluded from a pre-summit planning meeting, including Paul Twomey, the president of ICANN. This is particularly ironic, since ICANN itself has been the recipient of criticism in regard to its ability to represent all Internet stake holders.

The development of the Internet has to date been very much driven by U.S. interests. Internet technology was invented in the U.S. under sponsorship of the Department of Defense and later of the National Science Foundation. The commercial Internet bloomed with the advent of companies like Amazon.com and eBay. So the question is how international is the International Corporation for Assigned Names and Numbers?

ICANN was established to take over the Internet address registry functions that previously had been provided by U.S. government agencies or their agents. ICANN was supposed to be an independent body with an international board that would see that addresses, the heart of the Internet's operation, were equitably provided to those around the world who needed them. ICANN was under contract to the U.S. government for the first two years of its operation, but has operated independently since 2000. ICANN serves as the registry agency for the .com, .net and .org hierarchies, but more importantly runs the Internet Assigned

Numbers Authority (IANA), which provides the numeric addresses which make the names work.

So far, this coordination of numbers has included the country code top-level domains like .uk, .au, and even .us, but each of those has it's own registration organization for its names. The question is, does ICANN wield too much power over the Internet. This may be a more important question outside the U.S., since the U.S. government sees the Internet as something to be coordinated by the private sector. This model, however, may not be useful to parts of the world where the public good is seen as coming from the public rather than private sector.

Principles and a plan of action

Out of the first WSIS meeting came a statement of principles and a plan of action. Among the principles was a "challenge is to harness the potential of information and communication technology to promote the development goals of the Millennium Declaration, namely the eradication of extreme poverty and hunger; achievement of universal primary education; promotion of gender equality and empowerment of women; reduction of child mortality; improvement of maternal health; to combat HIV/AIDS, malaria and other diseases; ensuring environmental sustainability; and development of global partnerships for development for the attainment of a more peaceful, just and prosperous world."

The "Plan of Action" included a number of e-objectives such as e-literacy, e-government, e-business, e-learning, and e-health, e-employment, and e-environment, but while the "what" is well defined, the "how" is left undefined. The "who" seems obvious: "National e-strategies should be made an integral part of national development plans, including Poverty Reduction Strategies."

The question remains as to how Internet technologies will be extended to parts of the world where there is overwhelming private sector interest. If we indeed wish to achieve the goals set forth by the WSIS, it will take cooperation and support at all levels. I just hope the world is not faced with the question, "is it possible to do good without a profit motive?"

Benchmarks Online

Link of the Month

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

Stay fit over the holidays at the Student Recreation Center. Following are the Winter Break Hours for The Student Recreation Center:

    Dec. 12 - 22
     Mon-Fri 6:30am - 8:00pm
     Sat & Sun 12:00pm - 6:00pm

    Dec. 23
    Tues. 6:30am - 2:00pm

    Closed Dec. 24th - Jan 4th

    Jan. 5 - 10
    Mon-Fri 6:30am - 8:00pm
    Sat & Sun 12:00pm - 6:00pm

The folks at the Rec Center say to bring the family to utilize the facilities during the Winter Break. Faculty, staff and student's immediate family members cost $5 per day (spouses and dependents). Other guests are $8 per day. Children age 4-6 are only $3 per day and 3 and under are free.

Certain restrictions apply to children under the age of 18. Visit their Website at http://www.unt.edu/recsports/openrec/informal_policies.htm for more information.

Link of the Month

Benchmarks Online

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; Lou Ann Bradley, Communications Planning Group; John Castledine, Graduate Student Council; Cengiz Capan, College of Business and GALC; Bobby Carter, UNT Health Science Center; Christy Crutsinger, Faculty Senate; Jim Curry, Academic Administration; Chuck Fuller, Finance and Business Affairs; Don Grose, Libraries and University Planning Council; Joneel Harris, EIS Planning Group; Elizabeth Hinkle-Turner, Student Computing Planning Group; Bruce Hunter, College of Arts and Sciences; Max Kazemzadeh, School of Visual Arts; 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; Kathy Swigger, College of Engineering and Computer Sciences: Philip Turner, School of Library and Information Science and University Planning Council (Chair, IRC); VACANT, Student Government Association; VACANT, Staff Council; VACANT, University Planning Council; VACANT, Chancellor, for Planning; IRC Ex-officio Nonvoting Members: Joe Adamo, Computing and Information Technology Center /Telecommunications; Jim Curry, Microcomputer Maintenance and Classroom Support Services; Richard Harris, Computing and Information Technology Center and University Planning Council; Coy Hoggard, Computing and Information Technology Center /Administrative; Scott Krejci, GALMAC; Maurice Leatherbury, Computing and Information Technology Center /Academic; Doug Mains, UNT Health Science Center; Patrick Pluscht, Center for Distributed Learning; Sue Ellen Richey, Computing and Information Technology Center (Recording Secretary) .

November 18, 2003

VOTING MEMBERS PRESENT: PHILLIP TURNER, Chair, ELIZABETH HINKLE-TURNER, JONEEL HARRIS, LOU ANN BRADLEY (for DON GROSE), WIL CLARK (for JOHN PRICE), JENNY JOPLING, CHRISTY CRUTSINGER, CENGIZ CAPAN, JUDITH ADKISON, JIM CURRY, RAMU MUTHIAH **NON-VOTING MEMBERS PRESENT:** PAUL BEDNAR (for PATRICK PLUSCHT), RICHARD HARRIS, COY HOGGARD, SUE ELLEN RICHEY (Recording Secretary) **MEMBERS ABSENT:** SCOTT KREJCI, MAURICE LEATHERBURY, KATHY SWIGGER, CHUCK FULLER, ABRAHAM JOHN, BRUCE HUNTER, JON NELSON, KENN MOFFITT, JOE ADAMO, MAX KAZEMZADEH, DONNA ASHER, ROBERT NIMOCKS, DOUG MAINS, ARMIN MIKLER, BOBBY CARTER **GUESTS:** JENNIFER LAFLEUR

The Chair reported that the President's Staff meeting has not been held since the last IRC meeting, so there was no action taken on the items approved at the last IRC meeting.

Communications Planning Group

Lou Ann Bradley reported that the Communications Planning Group met to discuss various current issues, which do not require action by the IRC at this time.

EIS Planning Group

Joneel Harris reported for the EIS Planning Group that a PeopleSoft consultant was brought in to conduct a review of the hardware and software architecture and he has prepared a preliminary report which recommends doing some hardware reconfigurations. The

consultant also recommended that they acquire the load testing software which will be necessary to run before bringing up the student system next spring. Joneel stated that account balance information has been made available to account holders and that Purchasing & Payment Services has caught up on purchase orders and payments. They have begun the early work on e-procurement but will delay bringing it up until there is better performance within the financial system. Contributor Relations at the Health Science Center is going very well and that module is going live today at UNT. Coy Hoggard added that Contributor Relations have had a few problems with data conversion but believe they can deal with these problems on a case by case basis. Joneel was pleased to report that the EIS project is well within budget and on time. She mentioned that the new Provost comes from an institution that has implemented PeopleSoft so he is understanding of the process going on here and aware of the challenges facing UNTS.

There was some discussion about the account balance information that is now available and it was further explained that this is an interim solution, and that eventually complete budget detail will be available to account holders. There was some concern expressed that all account holders can view the balances on all accounts. Joneel stated that this is public information.

Cengiz Capan asked about the Computer Associates' demo of their performance monitoring software and Coy replied that he attended the demo, and they are looking at the Computer Associates' software offerings for solutions, including the software CITC already has.

Student Computing Planning Group

Elizabeth Hinkle-Turner reported for the Student Computing Planning Group that the student computing survey is on line and that 232 students completed the survey on the first day it was available. It is hoped they will have 3000 students respond to the survey. Joneel Harris expressed interest in the total number of responses that result from this survey and stated that Enrollment Management plans to conduct a survey regarding tuition. Elizabeth commented that the survey tool that was set up by the CITC Web Team is very adaptable and will also be used in the SACS Accreditation process.

e-campus

Paul Bednar made a brief video presentation of e-campus, the new website that has been designed by the Center for Distributed Learning to give complete course information on all distance learning course offerings. At the present time they have 60% of the 440 distance education course sections for Spring 2004 included on the website. This resource was developed to provide a portal for potential students as well as those already enrolled in courses to give complete information about distance education courses. The URL for this website is www.untecampus.com. Dr. Turner stated that efforts are being made to publicize this website. It was explained that the information on this website will be updated every semester. It was noted that the data on this site is being manually validated, and efforts are being made to keep the data up to date. It was suggested that the database, which is the basis of this course information, be linked to WebCT so that the data can be automatically updated. Jenny Jopling responded that this idea has occurred to her and that eventually this may be possible.

Minutes approved

Joneel Harris moved for approval of the minutes of the October 21, 2003 IRC meeting; Lou Ann Bradley seconded the motion and the minutes were approved as distributed.

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.

Benchmarks Online

Research and Statistical Support
University of North Texas

RSS Matters

Link to the last RSS article here: . *-- Ed.*

Basics of Cluster Analysis

By **Mike Clark**, **Research and Statistical Support Services Consultant**

Cluster analysis is a statistical technique used to categorize cases or variables into like groups or 'clusters' with the usual goal to then proceed with other more conventional analyses using the information gained from the cluster analysis. Essentially it is a statistical method of classification and is often performed often when one has but a vague idea of what to expect from the data, and so is in that sense largely exploratory in nature. An example would be the biological classification of animals into kingdom, phylum, class and so forth down to species. The primary goal in cluster analysis is to find some meaningful structure in the data, and when it comes to cluster analysis, there are many options to choose from on how to go about this. This article will discuss approaches available in SPSS with a bit about S-Plus at the end.

Hierarchical cluster analysis

The goal of cluster analysis is to choose cluster membership that will minimize the variability within the clusters, and maximize the differences between clusters. In SPSS, the first step toward conducting a cluster analysis is to Click Analyze/Classify

Figure1
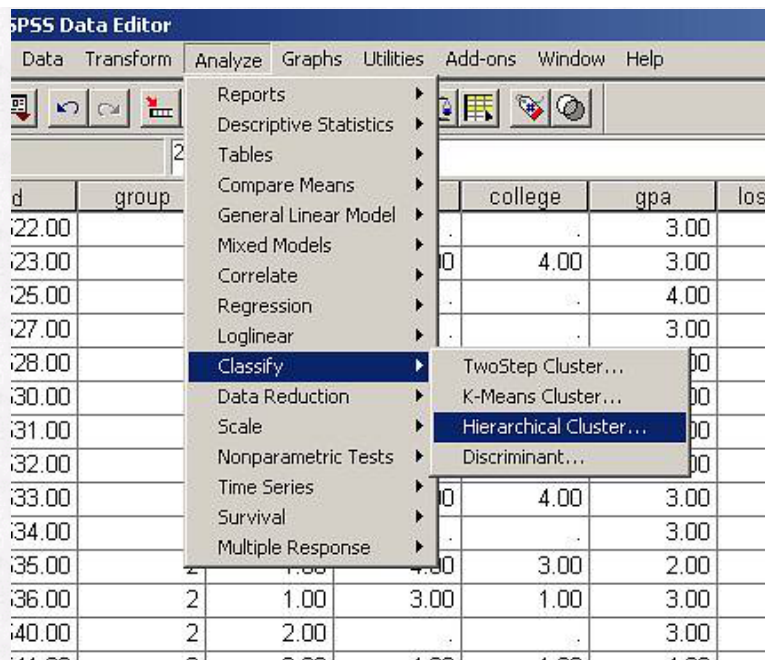
Already we have three choices of clustering techniques available (the "Discriminant" refers to discriminant function analysis, which can be thought of as the confirmatory counterpart to the exploratory procedure of cluster analysis). We will start with hierarchical clustering first. This is to be used when one truly has little idea of what to expect with the data. First you'll select which variables are of interest, and then you'll tell SPSS whether it's the cases/individuals you are trying to classify or whether you are looking for structure within the variables (e.g. items of some questionnaire).

Clicking on 'statistics' will bring up a dialog box where we can choose some things to include in our output. The agglomeration schedule will show us at what point various cases become part of a cluster, and this will be different depending on the linkage method (see below) chosen. The proximity matrix will tell us how far apart the cases/variables are from one another and is a good option to choose. Also we can specify a certain number of clusters or range of clusters if we at least have an inkling as to how many groups to expect.
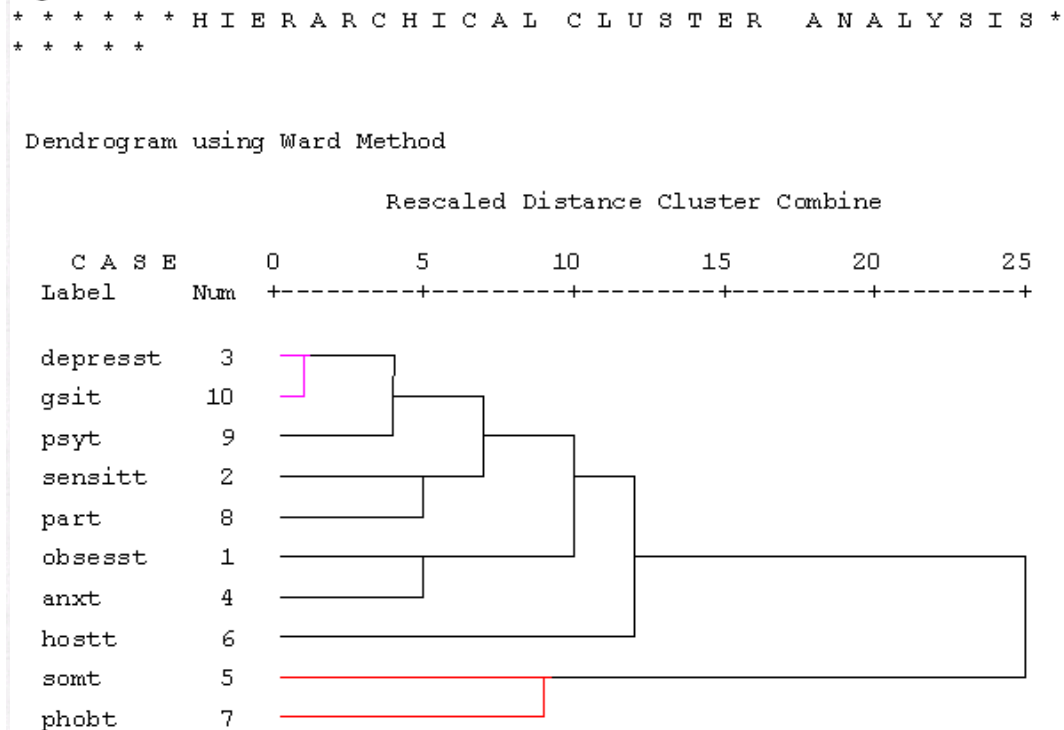
Figure 2
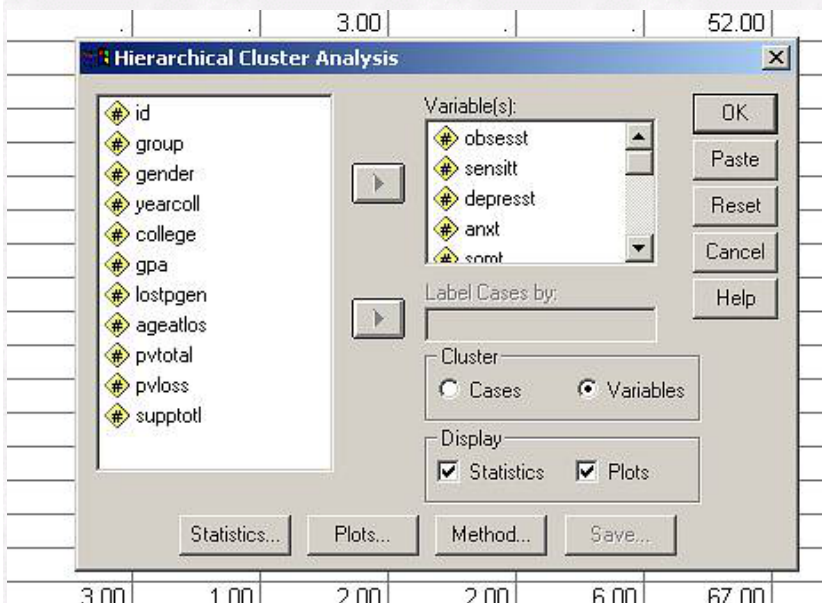
Next, clicking on 'plots' we can choose some options for visual display- the dendrogram or icicle plot. Both of these can be quite unwieldy when large numbers of cases or variables are used, in which case SPSS won't even display the entire dendrogram without an extra step. Suffice it to say, the dendrogram is this branching sort of thing that shows each variable or case as its own individual cluster at one end (left) and then how they are

combined until they are all are eventually a part of one cluster. The length of the branch shows how far apart each case or variable is from the other(s) in its cluster. In figure 3, the depression and gsit variables are vary close to one another (purple) while the somatization and phobia variables (red) are not as alike though still clump together to form their own cluster. If we went with a 2 cluster scenario, the somatization and phobia indices would make up one cluster while the other variables would make up the other cluster.

Figure 3

```
Fig. 3
* * * * * * H I E R A R C H I C A L   C L U S T E R   A N A L Y S I S *
* * * * *


  Dendrogram using Ward Method

                     Rescaled Distance Cluster Combine

     C A S E      0        5        10       15       20       25
    Label    Num  +--------+--------+--------+--------+--------+

    depresst   3
    gsit      10
    psyt       9
    sensitt    2
    part       8
    obsesst    1
    anxt       4
    hostt      6
    somt       5
    phobt      7
```

The icicle plot below is our other 'visual' representation. I don't know about anyone else but these are just annoying to me and seem a throwback to when we had to do this sort of thing because it *was* about as visual as you could get back then. The way to read them is from bottom to top. Our variables are all nice and separate to start off with (except for depression and gsit which have already been combined), and when they are joined in the middle (i.e. an X fills up the space between them) they have joined a cluster with that neighbor. The look of this will depend on the linkage method chosen.

Figure 4

Vertical Icicle

Number of clusters	hostt		part		psyt		gslt		depresst		sensitt		anxt		obsesst		phobt		somt
1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X
4	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X		X
5	X		X	X	X	X	X	X	X	X	X		X	X	X		X		X
6	X		X	X	X		X	X	X	X	X		X	X	X		X		X
7	X		X		X		X	X	X	X	X		X	X	X		X		X
8	X		X		X		X	X	X	X	X		X		X		X		X
9	X		X		X		X	X	X		X		X		X		X		X

I've mentioned linkage method twice so it's about time to explain it, or them, I suppose. After choosing our stats and plots we click on the 'Method' button. The measure option refers to what you want use as your measure of distance between two points (cases or variables). If using count or binary data you'll need to select something from one of those menus. If you are using data that has different scales of measurement you may want to standardize or transform the values for analysis. The cluster (linkage) method is the option you'll choose that determines distances between clusters (rather than the individual cases), and when mini-clusters will combine into a larger cluster.

Figure 5
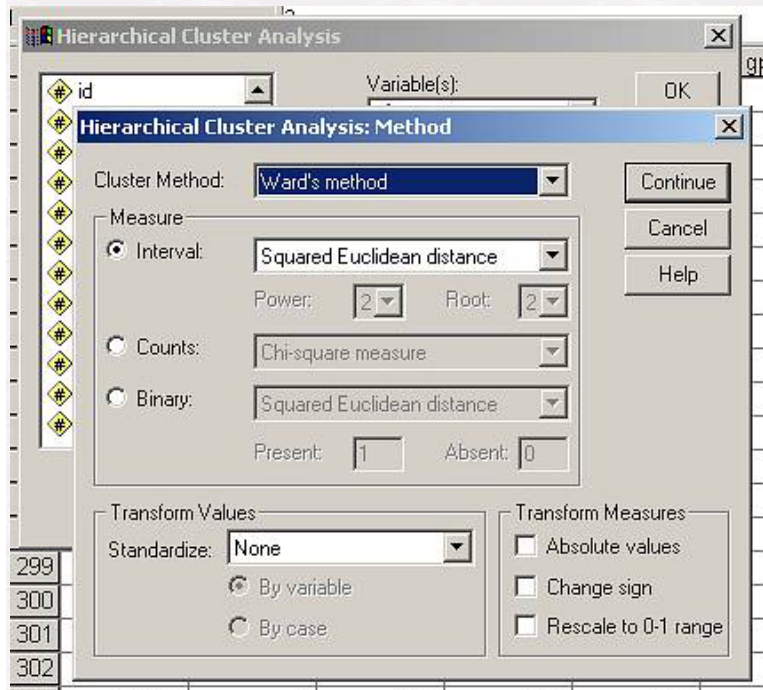
So which options should I choose? That's up to you really. There is no real standard though some are used more than others by convention and some believe that some particular methods might be better in particular situations. Sometimes you can choose different options and get the same result, sometimes fairly different ones. Use the past literature of studies of the sort your conducting as a guide, or read up on the different methods yourself and decide which one you like best. Use the one that ends up with clusters that adhere more to your theory even. Remember that cluster analysis is inherently exploratory. As long as you use accepted methods your results will be taken in the descriptive light in which they are presented. No one is going to change an entire way of practice or system of belief based on a cluster analysis alone.

K-means and Two-step cluster analysis

The K-means analysis can be used when you already know how many clusters you are expecting to find. There are less options to choose from (it has basically done the leg work for you by means of using its own procedure) though will give you meaningful output that you won't get in the hierarchical method, such as cluster centers (the mean of a variable for that cluster), distances for a cluster from the other cluster centers, and ANOVA tables that may give information about which variables may be contributing more to the solution. One can save cluster membership and distance from cluster center, and then use the graph procedure to create a boxplot that can point to outliers. The K-means procedure also may be preferable for data containing a large number of cases.

The Two-step procedure will allow you to use categorical variables to formulate clusters. It is also useful for when you already have one or two possible solutions as far as number of clusters, and gives a choice of statistics that can be used to compare different solutions to determine the best number of clusters to retain. One must have normally distributed continuous variables and categorical variables must have a multinomial distribution.

S-plus for cluster analysis

Figure 6
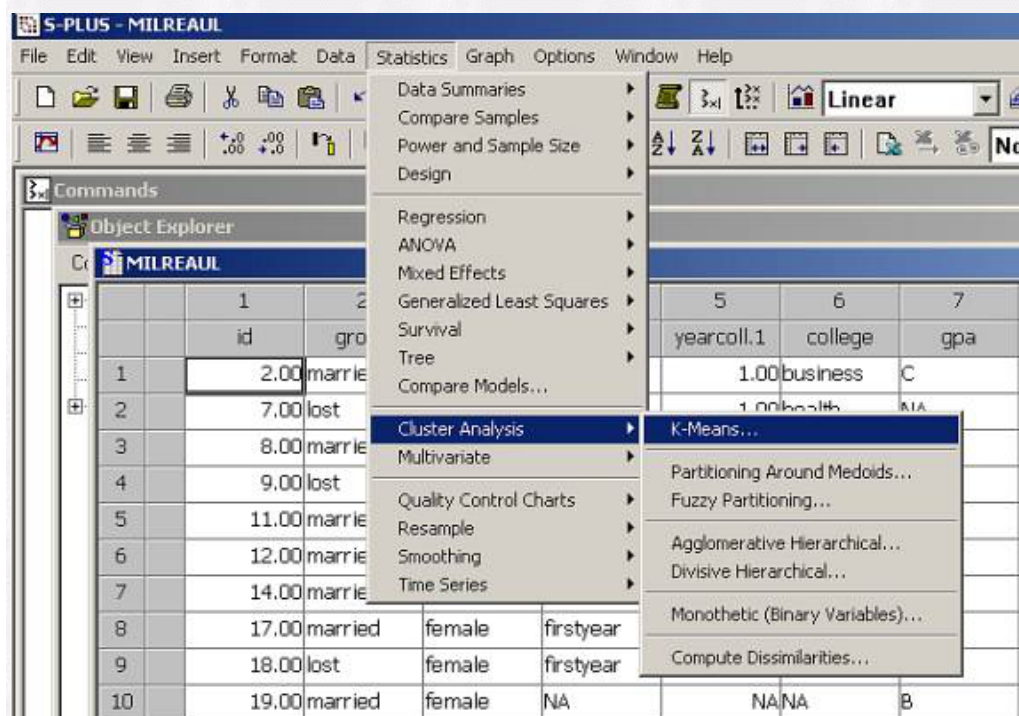
S-plus also provides quite a bit as far as cluster analysis is concerned. It offers a couple things that SPSS does not, e.g. fuzzy partitioning and visual representations of the cluster. With fuzzy partitioning, cases are allowed to have partial membership in more than one cluster (see below), and this might be important information to have depending on your research scenario. The visual representations are very helpful in getting a better feel for the data and spotting potential outliers.

Figure 7

These two components explain 82.1 % of the point variability.
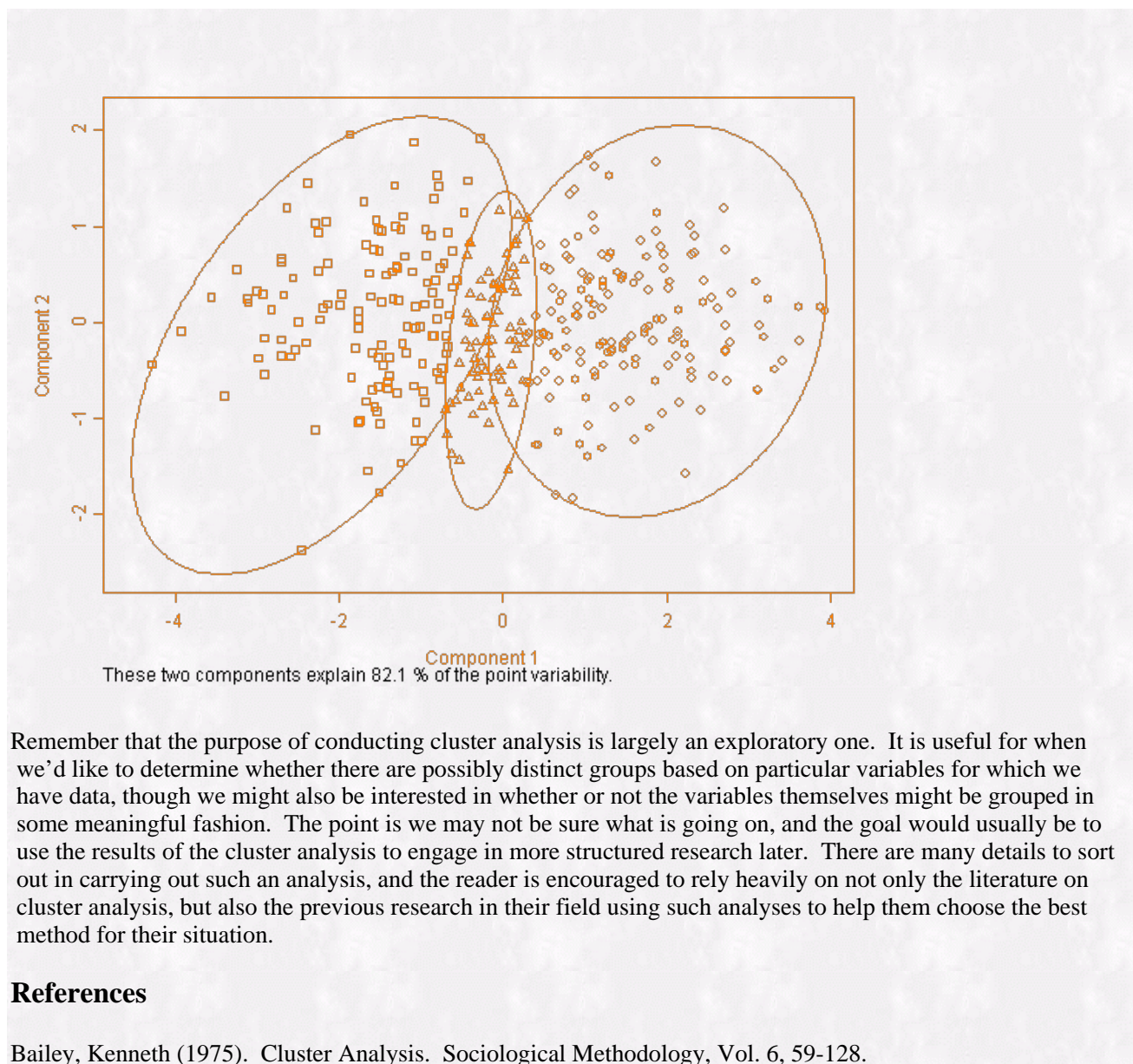
Remember that the purpose of conducting cluster analysis is largely an exploratory one. It is useful for when we'd like to determine whether there are possibly distinct groups based on particular variables for which we have data, though we might also be interested in whether or not the variables themselves might be grouped in some meaningful fashion. The point is we may not be sure what is going on, and the goal would usually be to use the results of the cluster analysis to engage in more structured research later. There are many details to sort out in carrying out such an analysis, and the reader is encouraged to rely heavily on not only the literature on cluster analysis, but also the previous research in their field using such analyses to help them choose the best method for their situation.

References

Bailey, Kenneth (1975). Cluster Analysis. Sociological Methodology, Vol. 6, 59-128.

Benchmarks Online

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WWW@UNT.EDU

smoke & mirrors

By **Charity Beck**, UNT Central Web Support

Using Fireworks to create a 3D button

This article is going to demonstrate the process of creating a 3D button in Macromedia Fireworks MX. To get the most of this article you will need basic knowledge of Fireworks and have basic image editing skills.

To begin, open Fireworks and create a new file 500 x 500 pixels. The finished image will only be 60 x 60, but having a larger canvas will give you more development room. You may always trim the canvas to fit the finished graphic. The finished product will look like this:

 (Ex. 1)

We need 2 circles with gradient fills and a crescent. You will begin by drawing the background circle. From the Tools pallet select the Ellipse Tool:
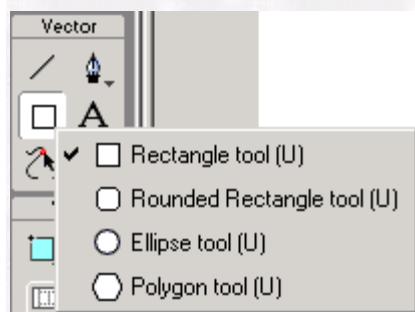
 (Ex. 2)

You need a circle 60 x 60 pixels. You may constrain the proportions of the circle you are drawing by holding down the shift key as you draw the circle. To get the dimensions accurate (height 60 pixels, and width 60 pixels) you may use the Property Inspector to tweak the dimensions.
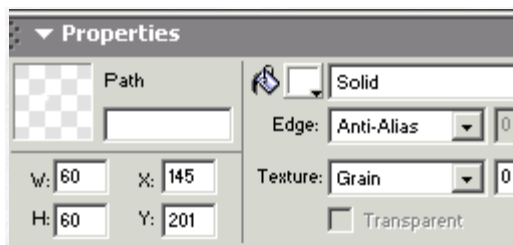
(Ex. 3)

Change the fill color to the "Linear" gradient. The stroke properties need to be changed to 1 pixel soft and choose a medium gray for the color. The property inspector should resemble this:
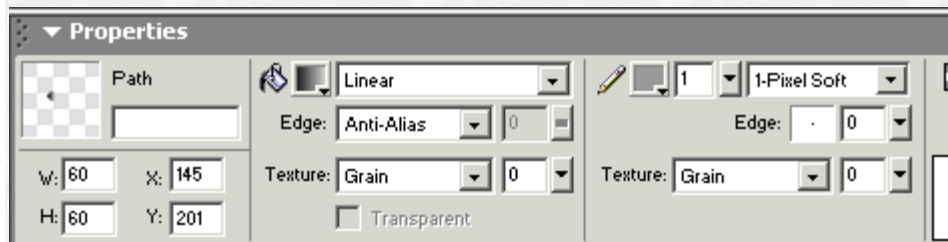
(Ex. 5)

We have set the gradient type, and now we need to modify the colors of the gradient. From the fill category pull down menu select "Fill Options". A new dialog box opens. Click on the "Edit" button to modify the color properties of the gradient.
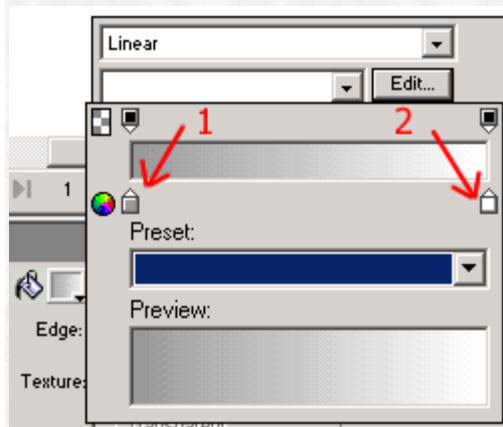
(Ex. 6)

From the "Tools" pallet select the pointer tool. Click on the first color handle, labeled 1 from example. 6 above, to choose a new color. The color swatch panel opens and you will choose a medium gray I used #999999. Click on the second color handle and choose white. Your circle should be similar to Ex. 7.
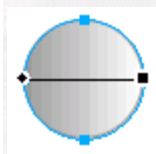
(Ex. 7)

The direction of the gradient needs to be vertical. To change the direction of the gradient click on the gradient's anchor, and move it to the top of the circle. The gradient handle needs to be at the bottom of the circle. See example 8 and 9 below..

 (Ex. 8)   (Ex. 9)
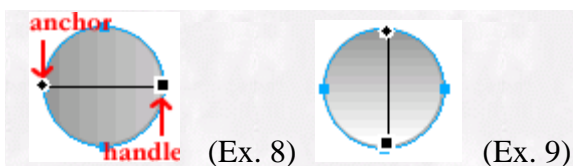
That's it for the background circle.

To create the second circle copy and paste the circle you just created. Change the dimensions of the new circle to 50 x 50 pixels.
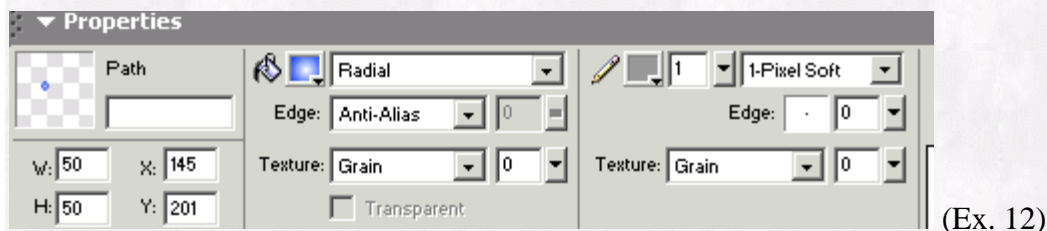
 (Ex. 10)

From the fill category pull down menu select "Radial" as the fill and gradient type. Edit the gradient and choose white for the first color handle, and a vibrant color for the second. #0033FF was used in this lesson.

 (Ex. 11)
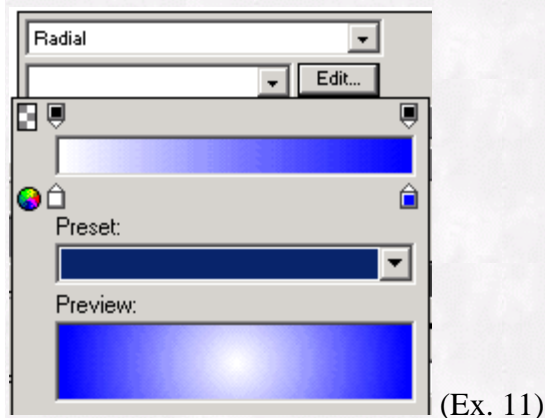
The stroke color and weight will stay the same 1 pixel soft in a medium gray

The properties of the new circle will look similar to example 12.

 (Ex. 12)

The circles need to be centered to each other. One of the quickest way to accurately center objects on the canvas is to utilize the "Align" panel. From the "Window" menu select "Align". A new panel should appear similar to example 13.
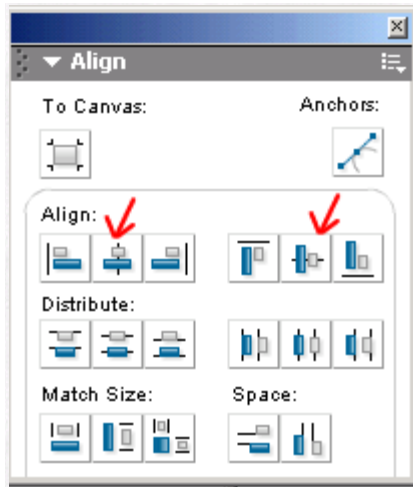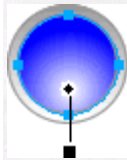
(Ex. 13)

For the desired result, make sure that the "To Canvas:" button is NOT depressed. Select both of the circles on the canvas, and click on the "Align horizontal center" and "Align vertical. center" buttons.
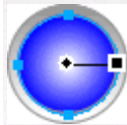
(Ex. 14)

The direction of the gradient needs to be similar to example 15.

(Ex. 15)

Now for the white crescent. that gives the button that extra touch. I use the ellipse tool to create a horizontal oval with the dimensions of 40 X 20 on an empty part of the canvas. I used a solid red as the fill color just so I can see it better. After the oval is modified to make a crescent. the color may be changed to white. There will not be a stroke on this oval, so you may turn the stroke fill off.

(Ex. 16)

The best way to morph this oval into a crescent. is by using the "Subselection" tool. (Editorial comment: I did the dance of joy when I figured out I could modify the anchor points individually by using the "Subselection" tool) Click on the "Subselection" tool in the "Tools" panel to select it.
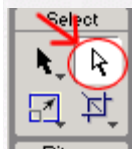

(Ex. 17)

Click on the bottom most anchor point to select it and move it up 10 pixels. (TIP: by holding your shift key on your keyboard and using the arrow keys you move selected objects 10 pixels at a time.) This should result in example 18.
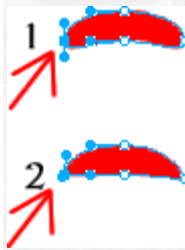
 (Ex. 18)

To sharpen the corners to make the crescent. you will use the Subselection tool to edit the right and left anchor points of the oval. This will be a bit of trial and error. Following example 19 and 20 might help.
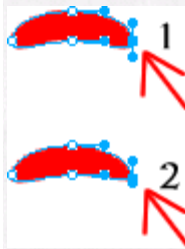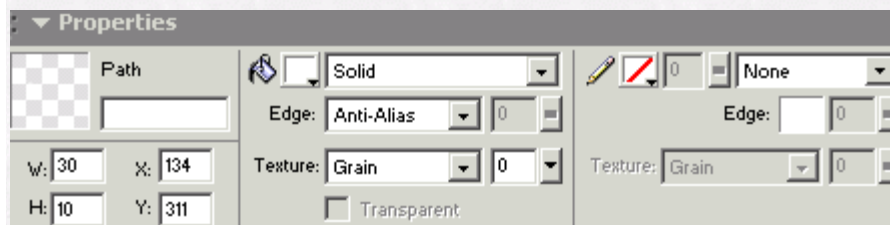
 (Ex. 19)

 (Ex. 20)

The bottom center anchor point may need to be adjusted further up by 3 or 4 pixels. The final dimensions of the crescent. should be 30 X 10. Change the fill color to solid and white. The final properties of the crescent. should look like example 21.
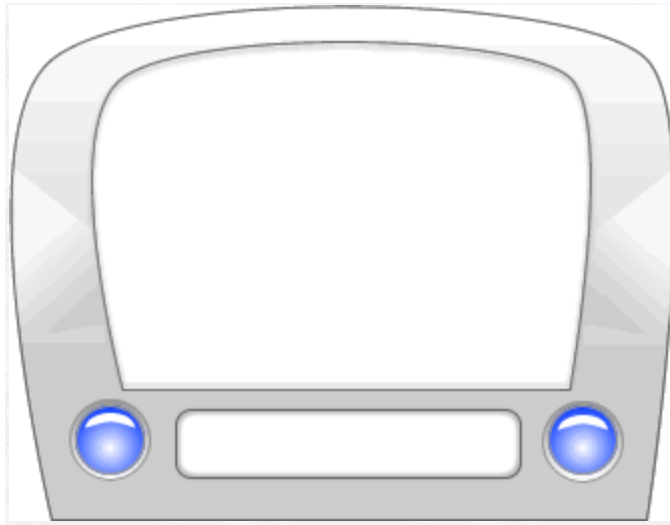

Select the "Pointer" tool in the "Tools" panel and select the crescent. and move it to the near top of the button. It should be similar to example 21.

 (Ex. 21)

That's all there is to it! You may export this image as a individual graphic or add it to some other design element such as example 22.

(Ex. 22)

I'll be glad to take any questions or comments: cbeck@unt.edu

Benchmarks Online

Short Courses

By Claudia Lynch, *Benchmarks Online* **Editor**

The Short Courses are over for the fall and we are planning our classes for the spring. Look for expanded Dreamweaver classes and a new series on Fireworks MX, among other offerings. Please consult the Short Courses page to see the to see the courses that were taught last semester, most of them will be repeated.

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.

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.

PLEASE NOTE: The SkillSoft/SmartForce server has been taken offline because the Campus application was not compatible with the necessary patches needed for a robust and secure Windows2000 server. *All of the courses listed at the old SmartForce Website are still available on CD-ROM for your use by contacting Claudia Lynch in Academic Computing Services.*

For further information on the future of CBT at UNT, see "Computer-Based Training at UNT: Aargh, I'm so confused!" in the November issue of *Benchmarks Online.*

Benchmarks Online

Staff Activities

Transitions

No longer working in the Computing and Information Technology Center:

- **Hongyan Yuan** - Lab Monitor, ACS General Access Lab, ACS (part-time).

- **Laks Gorrepeti** - Lab Monitor, ACS General Access Lab, ACS (part-time).

Awards, Recognition, Publications

The following people received Service Recognition Awards at the annual event hosted by the Chancellor to recognize the dedication and continuing service of faculty and staff of the University of North Texas. According to the awards program, the total years of service for the 361 individuals honored is over 4,920 years.

- **Richard Harris**, Associate Vice President for Computing & Chief Technology Officer - 40 years of service.

- **Coy Hoggard**, Executive Director of Administrative Information Systems - 35 years of service .

- **George Williams**, General Data Systems Team Leader - 30 years of service.

- **Sue Ellen Richey**, Administrative Services Officer - 20 years of service.

- **Margaret Ambuehl**, UNT/HSC Payroll/Personnel Data Systems Team Leader - 15 years of service.

- **Jenny Brooks**, Programmer/Analyst, Student Services Data Systems - 15 years of service .

- **Nancy Fisher**, Voice Response Applications Team Leader - 15 years of service.

- **Cathy Hardy**, Academic Database Administrator, Academic Computing Services - 15 years of service.

- **Barbara Heffley**, UNT Fiscal Data Systems Programmer/Analyst - 15 years of service.

- **Robert Jones,** Programmer/Analyst EIS Project - 15 years of service.

- **Brenda Kirk**, CITC Network Manager, 15 years of service.

- **Howard Shaw**, Student Records Data Systems Programmer - 15 years of service.

- **Dan Strange**, Programmer/Analyst UNT/HSC Fiscal Data Systems - 15 years of service.

- **Linda Wallace**, Programmer/Analyst on the Student Records Data Systems Team, 15 years of service.

- **Ron Wang**, UNT/HSC Payroll/Personnel Data Systems Programmer/Analyst - 15 years of service.

- **Doug Alders**, Computer Equipment Operator - 10 years of service.

- **Blair Copeland**, Data Communications Computer Systems Manager - 10 years of service.

- **Maurice Leatherbury**, Executive Director of Information Technology and Academic Computing - 10 years of service.

- **Rebecca Padia**, CITC Administrative Services Officer - 10 years of service.

- **Charlotte Russell**, CITC Information Security Coordinator - 10 years of service.

- **Chris Strauss**, ACS Support Database Administrator - 10 years of service.

- **Allen Akers,** Voice & Web Strategic Applications Programmer/Analyst - 5 years of service.

- **Philip Buhler**, Programmer Analyst on the General Data Systems team - 5 years of service.

- **Chris Cofer**, UNIX System Administrator, UNIX/VMS Systems - 5 years of service.

- **Daren Dugan**, Netware 4.1/NDS Support, Network Operating Systems - 5 years of service.

- **Elizabeth Hinkle-Turner**, Student Computing Services Manager - 5 years of service.

- **Austin Laird**, Distance Learning Administrator, Central Web Support, 5 years of service.

- **Sharon McLaughlin**, Telecommunications Administrative Assistant, 5 years of service.

- **Rebecca Sue Parton**, Student Records Data Systems Programmer - 5

years of service.

- **Mike Shirley**, Programmer, Student Records Data Systems- 5 years of service.

- **Steve Voncelka**, Computer Operations Manager, 5 years of service.

- **Alan Wilson**, UNT/HSC Fiscal Data Systems Programmer/Analyst - 5 years of service.

Mahshid Grooms, Team Manager for Student Services Data Systems, was recognized for 20 years of service to UNT in the December 12, 2003 issue of *InHouse@unt*.

The following people were recognized as Soaring Eagles in the December 2003/January 2004 issue of the *Human Resources Newsletter*: They will receive their awards at the President's Staff Lunch on February 24, 2004.

- **Shannon Peevey,** UNT Central Web Support, assisted a staff member/student who needed to vote in the SGA elections.

- **David George**, Production Control Scheduler, did a great job in solving a recent copier problem.

- **Jason Myre**, Network Computing Services Messaging Support Manager, spent a great amount of time assisting University Communications & Marketing in getting a message out to the campus about Homecoming.

Congratulations to General Access Lab monitors **Arvind Srinivasan** , **Asha Farooq**, and **Hongyan Yuan** on their graduations from UNT this semester.

Student Computing Services Manager, **Dr. Elizabeth Hinkle-Turner**'s article "Women and music technology: pioneers, precedents, and issues in the United States" was published in the 2003 volume of the journal "Organised Sound" (Cambridge University Press).

Click HERE for a Holiday message from CITC.

Benchmarks Online

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 Mike Clark and is titled "Basics of Cluster Analysis."**

- **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, Dr. Baczewski addresses the question "Who Owns the Internet?"

- **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 Student Recreation Center.**

- **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 "Smoke & Mirrors: Using Fireworks to create a 3D button."**

- **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 changes in CBT and the possible Spring 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. This month you can read the November IRC minutes.

Don't Forget Our Monthly Columns!

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.

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