

Columns

[NetworkConnection](#)[Link of the Month](#)[IRC News](#)[RSS Matters](#)[www@unt.edu](#)[Short Courses](#)[Staff Activities](#)

Don't forget our monthly ColumnsTurnItIn.com:

[Don't Be Cheated On!](#)

[Pedagogy 101 for Distance Learning](#)

[Spring Break Hours](#)

TODAY'S CARTOON

Campus Computing News

[The Oracle-PeopleSoft Launch Webcast](#)

[New and Improved Microsoft Elearning
Titles Available to Faculty and Staff](#)



[Return to top](#)

UNIVERSITY of NORTH TEXAS

[Network Connection](#) | [Link of the Month](#) | [IRC News](#) | [RSS Matters](#) | [www@unt.edu](#) | [Short Courses](#) | [Staff Activities](#)

[Computing and Information Technology Center Home](#) | [Help Desk](#) | [Training](#) | [About Us](#) | [Publications](#) | [Our Mission](#)

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Site was last updated or revised : February 12, 2007

[UNT home page](#) | [Search UNT](#) | [UNT news](#) | [UNT events](#)

[Page One](#)

[Campus Computing News](#)

[New and Improved Microsoft Elearning Titles Available to Faculty and Staff](#)

[TurnItIn.com: Don't Be Cheated On!](#)

[Pedagogy 101 for Distance Learning](#)

[Spring Break Hours](#)

[Today's Cartoon](#)

[RSS Matters](#)

[The Network Connection](#)

[Link of the Month](#)

[WWW@UNT.EDU](#)

[Short Courses](#)

[IRC News](#)

[Staff Activities](#)

[Subscribe to Benchmarks Online](#)

Campus Computing News

The Oracle-PeopleSoft Launch Webcast

By [Mike TenEyck](#), HEUG President, Texas Christian University

Last month, [Misty Wells pondered](#) what the ramifications of the Oracle/PeopleSoft merger would be for UNT. It was noted that the combined Oracle/PeopleSoft company was launched Tuesday, January 18 via a Webcast, and that our representatives hope they will be able to get a feeling at the Higher Education User Group ([HEUG](#)) conference in March for Oracle's commitment to higher education. Below is the HEUG President's letter to members (UNT is a member organization) in response to the Webcast, reprinted with permission. -- Ed.

Dear HEUG Members,

A special webcast was delivered January 18th by Oracle management. The purpose of the meeting was to launch the "new combined company" of Oracle and PeopleSoft, and to lay out the corporate strategy for 2005 and beyond. Oracle indicated that 15,000 individuals had attended the webcast via the internet, and another 4,000 had dialed in to audio-only conference calls. We know many who were not able to connect. Therefore, we encourage everyone who can invest the time to view at least key portions of the recorded webcast (http://www.oracle.com/peoplesoft/launch_18jan05.html). If you have ½ hour, watch the first ten minutes of Larry Ellison's presentation and all of John Wookey's. Here is a brief summary of what we experienced:

Larry Ellison, Oracle's founder and chairman, was joined by his senior management team, including Safra Catz and Charles Phillips (co-presidents), John Wookey (senior vice president over applications development) and other senior executives, as well as several representatives from significant Oracle and PeopleSoft customers.

The major themes for this webcast were:

- Continuity – customers should not see any immediate changes in the products.
- Consistency – of leadership in a single new organization.
- Integration -- Oracle will work toward improving integration and articulation among the product suites.
- Improvement – current products will be improved; the new "combined product" offerings will have significant improvements over anything currently available.

The key points from the 2½ -hour-long meeting were as follows:

- Oracle will support current and future releases of the PeopleSoft software line thru 2013
- There will be additional PeopleSoft product releases (more version 8.9s in 2005 and version 9.0 in 2006), as well as bug-fixes, maintenance paks, etc. Customers are not being asked to live with "frozen software" over the next nine years.
- All PeopleSoft releases will be able to use the current array of platforms supported currently by

PeopleSoft.

- Current and new customers will be able to purchase Oracle, PeopleSoft and J.D.Edwards modules. New customers will be encouraged to buy the Oracle E-Business Suite products.
- However, a new “combined Oracle-PeopleSoft product line” will evolve over the next few years in a major effort called “Project Fusion”. This will involve the development of a new Java-based product architecture, data hubs and transaction bases, individual “Fusion” applications (2007) and the “Fusion” suite (2008).
- PeopleSoft customers who are current in their maintenance payments may choose to continue their use of their fully-supported current products through 2013, or to upgrade without additional licensing charges to the new “Fusion” products. (Oracle is essentially adopting the PeopleSoft maintenance cycle through version 9.) Oracle promises a “robust, configurable product with strong industry-specific functionality and superior usability, with seamless upgrades from existing Oracle, PeopleSoft and J.D.Edwards products.” Oracle emphasized that this will look like an “upgrade” not a “re-implementation.”
- Oracle wants to inherit “all the good things” from the PeopleSoft/J.D.Edwards products and from the PeopleSoft staff. In selected areas, teams may remain segregated for the immediate future. 90% of the PeopleSoft development and support staff were retained. [The Board has heard from separate unverified sources that from as few as 1,000 to as many as 3,000 of the 5,000 employee reduction in force came from Oracle employees.]

- New leaders announced in the meeting included:

Joel Summers (Oracle) will oversee the continuity of the product lines and details of the new organization as it impacts PeopleSoft.

Jesper Andersen (PeopleSoft) is in charge of the “Applications Strategy Team”.

Cliff Godwin (Oracle) will lead the “Tools & Technology Team” which will build the architecture for the “Fusion” products.

- Juergen Rottler (Oracle Support & On Demand [ASP]) explained why they believe the new company will be better than the separate companies: integration can now move forward rapidly; Oracle now offers the best customer support in the industry; Oracle will adopt PeopleSoft’s product retirement policies; customers can use the same phone numbers, websites and, for the most part, engineering support resources they are used to; the PeopleSoft support organizations which currently provide customer support in nine languages will now have customer support in 27 languages; the new company can adopt the best practices from both companies; the current investment in products and roadmaps will continue in for the near future; Oracle will rely on user groups and customers for directional input.
- Mark Elliot of IBM announced that they will continue to be implementation partners for all of the lines. Oracle will try to expand the list of partners.
- Charles Phillips announced that the new company is the leading provider of applications in North America; the largest supplier of HR and Supply Chain applications worldwide. He said that education for all products will continue, and that there are now twice as many support engineers than before. This merger gives Oracle the opportunity to lead out in establishing industry standards for application software.

The Board has learned that Oracle will move maintenance pricing to 22% of licensing costs for new sales and renewing contracts by policy.

PeopleSoft's Higher Ed sales group will lead the new company's team, under Jim McGlothlin. Most of this group has been retained. Also, the Campus Solutions strategy and product development teams will take the lead in this area in the new company and 100% of that team is still in place.

That's about all for now folks! At least our discussions are now open and sharable, and we will keep you as current as we reasonably can as more details are disclosed.

[Return to top](#)

[Skip Navigation Links](#)
[Page One](#)
[Campus Computing News](#)
[New and Improved Microsoft Elearning Titles Available to Faculty and Staff](#)
[TurnItIn.com: Don't Be Cheated On!](#)
[Pedagogy 101 for Distance Learning](#)
[Spring Break Hours](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

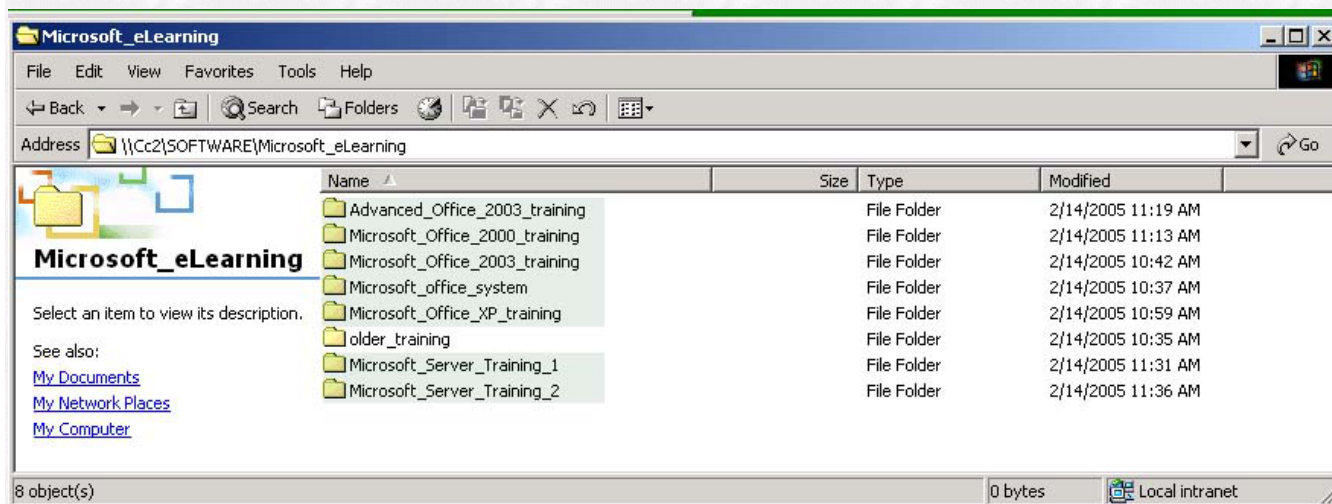
New and Improved Microsoft Elearning Titles Available to Faculty and Staff

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

As part of our Microsoft campus agreement for faculty and staff, the folks in Redmond have sent us new Elearning Installation CDs - some with older training slightly reorganized and some with new training for new products. Of greatest interest will be the complete training for Office 2003 and all of its components including hard-to-find Visio 2003 training. Network managers should be happy to see more Server 2003 Technologies training available.

In order to get this training installed on their machines, UNT faculty and staff (this training is not available for students - students should use the Microsoft Training available from [KnowledgeNet](#)) should [contact their network managers](#). Network managers should note that a complete manual of instructions for installation of Microsoft Elearning was published in [this February 2004 article in Benchmarks](#).

All Microsoft Elearning CDs are found at the location: \\CC2\Software\Microsoft_eLearning\;



The directories shown in the above picture contain the following courses:

Directory: Advanced_Office_2003_training Contents:

Advanced Courses on Microsoft Office 2003 -
Advanced Training for Microsoft® Office Excel 2003
Advanced Training for Microsoft® Office Outlook® 2003
Advanced Training for Microsoft® Office Word 2003

Communicate and Manage with Microsoft Office 2003 -
Core Training for Microsoft® Office Access 2003
Core Training for Microsoft® Office FrontPage ?
Core Training for Microsoft® Office Project 2003

Directory: Microsoft_Office_2000_training Contents:

Microsoft Office 2000 Collection -
Core Training for Microsoft® Access 2000
Core Training for Microsoft® Excel 2000
Core Training for Microsoft® FrontPage® 2000
Core Training for Microsoft® Outlook® 2000
Core Training for Microsoft® PowerPoint® 2000
Core Training for Microsoft® Word 2000

Directory: Microsoft_Office_2003_training

Contents:

Microsoft Office Standard Edition 2003 Collection -
Core Training for Microsoft® Office Excel 2003
Core Training for Microsoft® Office Outlook® 2003
Core Training for Microsoft® Office PowerPoint® 2003
Core Training for Microsoft® Office Word 2003

Upgrading to Microsoft Office 2003 Collection -
Core Training for Microsoft® Office Professional Enterprise Edition 2003
What's New in Microsoft® Office Professional Enterprise Edition 2003

Directory: Microsoft_office_system

Contents:

Microsoft Office System -
Core Training for Microsoft® Office OneNote® 2003
Core Training for Microsoft® Office Visio® Standard 2003

Directory: Microsoft_Office_XP_training

Contents:

Advanced Training for Microsoft Office XP Collection -
Advanced Training for Microsoft® Excel 2002
Advanced Training for Microsoft® Outlook® 2002
Advanced Training for Microsoft® Word 2002

Deploying Microsoft Office XP Collection -
Deploying Microsoft® Office XP

Microsoft Office XP Productivity Collection -
Core Training for Microsoft® FrontPage® 2002
Core Training for Microsoft® Project 2002
Core Training for Microsoft® Visio® Standard 2002

Microsoft Office XP Professional collection -
Core Training for Microsoft® Access 2002
Core Training for Microsoft® Excel 2002
Core Training for Microsoft® Outlook® 2002
Core Training for Microsoft® PowerPoint® 2002
Core Training for Microsoft® Word 2002

Microsoft Office XP Standard Collection -
Core Training for Microsoft® Office XP

What's New in Microsoft Office XP Collection -
What's New: Microsoft® Office 97 to Microsoft® Office XP
What's New: Microsoft® Office 2000 to Microsoft® Office XP

Directory: Microsoft_Server_Training_1 -

Contents:

2073 - Programming a Microsoft® SQL Server® 2000 Database
2151 - Microsoft Windows® 2000 Network and Operating System Essentials
2153 - Implementing a Microsoft® Windows® 2000 Network Infrastructure
2159 - Deploying and Managing Microsoft Internet Security and Acceleration Server 2000
2270 - Updating Support Skills from Microsoft® Windows NT® 4.0 to the Windows Server™ 2003 Family

Directory: Microsoft_Server_Training_2 -

Contents:

Administering a Microsoft® SQL Server™ 2000 Database
Building Microsoft BizTalk® Server 2002 Solutions
Building Microsoft® Commerce Server 2002 Solutions
Building Microsoft® Content Management Server 2002 Solutions
Implementing and Managing Microsoft® Exchange 2000
Managing Microsoft® Windows Server™ 2003 Group Policy
Microsoft® Windows® 2000 Directory Services
Network Solutions for Small, Mid-Sized Businesses
Preventative Maint. for Microsoft® Windows Server™ 2003
Supporting Microsoft® Windows® 2000 Professional

Anyone with additional questions about the Microsoft Elearning and its installation and availability are invited to contact me at ehinkle@unt.edu

[Return to top](#)

[Page One](#)
[Campus
Computing
News](#)
[New and
Improved
Microsoft](#)
[Elearning Titles
Available to
Faculty and
Staff](#)
**TurnItIn.com:
Don't Be
Cheated On!**
[Pedagogy 101
for Distance
Learning](#)
[Spring Break
Hours](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network
Connection](#)
[Link of the
Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)

[Subscribe to
Benchmarks
Online](#)

TurnItIn.com: Don't Be Cheated On!

Last month's, "Link of the Month" was TurnItIn.com. This month, Patrick Pluscht, Director of the Center for Distributed Learning (CDL), gives us "the goods" on this service. -- Ed.

By [Patrick Pluscht](#), Director, Center for Distributed Learning

As an instructor, it's very likely you have suspected one or more of your students of submitting an assignment which was not the individual's own work. It happens. So what do you do? Many instructors have had some luck using the search engine Google to scour the Internet for occurrences of suspicious text and then confronting a student with any results that suggest academic dishonesty. This approach is better than nothing at all, but the University has now empowered its faculty to systematically combat plagiarism in the classroom by licensing a powerful plagiarism prevention tool provided by TurnItIn.com.

So what constitutes plagiarism and how is it penalized?

According to UNT's Center for Student Rights and Responsibilities (http://www.unt.edu/csrr/csrr_home.htm), plagiarism is "(a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and/or (b) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials." Penalties for student academic misconduct range from a verbal warning to expulsion and could include the revocation of a degree previously awarded to a student who is guilty of egregious academic misconduct.

So how does TurnItIn.com help prevent plagiarism?

On the surface, TurnItIn.com is a powerful search tool with access to both current and archived versions of the Internet as well as databases of scholarly publications, literary works in the public domain and the millions of student papers that have previously been submitted. The product of TurnItIn.com is an "originality report" which identifies any passages in a paper that are found to be duplicated in one of TurnItIn.com's other sources. However, TurnItIn.com does not judge what is and what is not plagiarism. Instead, it provides an instructor with the evidence to make that assessment. If properly cited, a document that TurnItIn.com has been identified as having a large amount of duplicated text would not meet the definition of plagiarism. This judgment call remains with the instructor. The instructor has the option to ignore properly cited selections and resubmit the paper for analysis. The mechanism by which TurnItIn.com

prevents plagiarism is both passive and active. It allows a faculty member to actively review papers and screen for assignments with a high likelihood of plagiarism and it provides the faculty member with “proof” should it be necessary to pursue disciplinary action. The knowledge that TurnItIn.com is being used by the faculty has proven to deter many students from plagiarizing because of the fear of being caught.

Does TurnItIn.com violate a student right to privacy?

Although TurnItIn.com does keep a copy of each student submission in its database for comparison to all future submissions, it does not release the identity of the student nor the actual student work to others. Instead, it provides the contact information for the instructor to whom the original work was submitted and then confirmation of the duplicated material is negotiated between the faculty members.

Are students upset about having their work submitted to TurnItIn.com?

You might expect that those most likely to be caught would be disappointed about its use at UNT and you'd probably be right. However, the systematic use of TurnItIn.com levels the playing field for all students. Those with access to a term paper from a fraternity brother or a cousin who previously took the course may get through TurnItIn.com the first time without being caught, but it's a risky proposition. Likewise, the paper a student might buy off the Internet may have just been purchased by someone else whose instructor uses TurnItIn.com. In a positive way, instructors can use TurnItIn.com as a teaching tool by allowing students to submit a draft directly to TurnItIn.com with subsequent revisions up until the final due date. In this way, students can observe instances where they have improperly cited others' work and endeavor to practice proper citation. Shortly after TurnItIn.com was implemented late last fall, the Center for Student Rights and Responsibilities saw a dramatic increase in the number of plagiarism cases being submitted. Does this mean students started cheating a lot more often late in the semester? No, this is a predictable result of using TurnItIn.com. From the experience of other universities, it's also predictable that UNT will see a sharp and lasting drop in the number of plagiarism cases in UNT if the community embraces its use.

Who can use TurnItIn.com?

The Center for Distributed Learning purchased a one-year license to TurnItIn.com that allows any UNT instructor to generate an unlimited number of originality reports for UNT student work. Additionally, instructors can allow or disallow students to directly submit their own work and to see the associated originality reports. UNT's license is set to expire in late fall of 2005; however, financial support to renew the license will be sought from each College and School in proportion to their historical use of the service. If faculty adopt and encourage the use of TurnItIn.com, it will certainly be successful.

How can I begin using TurnItIn.com?

To begin using TurnItIn, an instructor will first need to send an email with the

instructor's name and college/school to Patrick Pluscht, pluscht@unt.edu, requesting access to TurnItIn.com. An email with an Account ID and an Account Join Password will be sent back to the instructor. Once this information is received, the instructor can visit the TurnItIn.com website to create a personal profile and begin using the service immediately. The Account ID and the Account Join Password are the same for every UNT user to gain **initial** access to TurnItIn.com and, therefore, this information may be freely shared with any UNT instructor though it must remain confidential from all others. Online training is available directly from TurnItIn.com. The following link provides a great animated quickstart tutorial which steps an instructor through creating a profile, setting up a class and assignments, submitting papers and understanding an originality report:

http://www.turnitin.com/static/training_support/idfv11.html.

Other training materials including comprehensive instructor and student manuals are available for download at: http://www.turnitin.com/static/training_support/.

Thank you for your contribution to preserving Academic Integrity as a core value of the University of North Texas.

[Return to top](#)

[Page One](#)

[Campus Computing News](#)

[New and Improved Microsoft Learning Titles Available to Faculty and Staff](#)

[TurnItIn.com: Don't Be Cheated On!](#)

[Pedagogy 101 for Distance Learning](#)

[Spring Break Hours](#)

[Today's Cartoon](#)

[RSS Matters](#)

[The Network Connection](#)

[Link of the Month](#)

[WWW@UNT.EDU](#)

[Short Courses](#)

[IRC News](#)

[Staff Activities](#)

[Subscribe to Benchmarks Online](#)

Pedagogy 101 for Distance Learning

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

The Center for Distributed Learning and the Center for Media Production have partnered to bring the UNT community a live satellite program titled "Pedagogy 101 for Distance Learning," according to a recent announcement from the Center for Distributed Learning (CDL). During the program, panelists will discuss best practices for teaching distance learning courses. The remainder of the announcement is reproduced below.

CDL Satellite Broadcast Announcement

The program ["Pedagogy 101 for Distance Learning"] will be hosted in Chilton 245 at 1:30-3:00 pm on Thursday, February 24, 2005. Light refreshments will be provided.

This program is the third in a series of four live satellite programs on distance learning to be hosted at UNT this academic year. If you missed either of the previous programs, you can view them via streaming video from the following links:

Program 1: http://media.unt.edu/cgi-bin/saving_dollars.pl

Program 2: <http://media.unt.edu/cgi-bin/unbundle.pl>

Registration

To sign up for this program, please send an email with "Satellite Registration" in the subject line to Rachel Clarke at rclarke@cc.admin.unt.edu and include your name and departmental affiliation. Registration is free. For faculty and staff members who register and attend, Human Resources will credit your participation to your professional development record. You are encouraged to register so that we can plan for the appropriate number of attendees.

Please mark you calendar for the final event in the series.

April 21: Pedagogy 102 for Distance Learning

Additional Information from Dallas TeleLearning

According to Dallas TeleLearning, the company providing the broadcast, the following basics are needed to view the streaming video:

You will need broadband access or better to view the videostream and you will need to have Windows Media player on your computer. Windows Media Player can be downloaded from the following link:

<http://www.microsoft.com/windows/windowsmedia/download/default.asp>

Minimum computer requirements would be a Pentium I with 233 MHz and 64 RAM while recommended requirements are Pentium II with 500 MHz and 128 RAM. The programs are usually streamed at 256K bandwidth. The video is best viewed at a smaller size than full screen.

The on demand videostream will be accessible the following day of each program by 12:00 p.m. CST for one full week. To access videostream go to <http://telelearning.dcccd.edu/profdevsem0405/pedagogy10> located on the **Welcome page** click on *[View the video of the teleconference](#)*

[Return to top](#)

[Page One](#)
[Campus Computing News](#)
[New and Improved Microsoft Elearning Titles Available to Faculty and Staff](#)
[TurnItIn.com: Don't Be Cheated On!](#)
[Pedagogy 101 for Distance Learning](#)
[Spring Break Hours](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Spring Break Hours

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

Following are the hours for Computing Center-managed facilities over Spring Break. The University is [officially closed](#) March 14-18, 2005. Additionally:

- The [Helpdesk](#), as of this writing, is planning on being **open their normal hours** during Spring Break.
- The **ACS General Access/Adaptive Lab** ([ISB 110](#)) *tentative* schedule:

Closed Sunday March 13

Open Monday - Friday March 14 - 18 from 9:00 a.m. - 6:45 p.m.

Closed Saturday March 19; resume [normal hours](#) Sunday March 20.

Hours for Other Campus Facilities

General Access Labs

- [WILLIS](#):
Saturday, March 12: **Close** at 11:50 p.m.
Sunday, March 13: **Closed**
March 14-18: 8 a.m-7:50 p.m.
Saturday, March 19: **Closed**
Sunday, March 20: Open at 1 p.m. and return to normal 24 hour schedule.
- [SLIS](#):
Closed Monday, March 14 through Sunday, March 20.
- [MUSIC](#):
Closed Monday, March 14 through Sunday, March 20.
- [SCS & SMHM](#):
Closed Saturday, March 12 through Sunday, March 20.
- [SOVA](#):
Closed Saturday, March 12 through Sunday, March 20.
- [COE](#):
Close on Friday, March 11 at 5 p.m. and will reopen on Monday,

March 21 at 7 a.m.

- [COBA:](#)

Closed Monday, March 14 through Sunday, March 20.

- [CAS:](#)

GAB 330:

Closed Saturday, March 12 through Saturday, March 19.

GAB 550:

Closed Saturday, March 12 through Sunday, March 20.

Terrill 220:

Closed Saturday, March 12 through Sunday, March 20.

Wooten 120:

Closed Saturday, March 12 through Sunday, March 20.

- **UNT Dallas Campus- 155A**

Break hours are unavailable at this time.

- **Engineering General Access Lab (englab@unt.edu, Research Park, B129, 891-6733)**

Closed over Spring Break.

[Return to top](#)

[Skip Navigation Links](#)

[Page One](#)

[Campus Computing News](#)

[New and Improved Microsoft Elearning Titles Available to Faculty and Staff](#)

[TurnItIn.com: Don't Be Cheated On!](#)

[Pedagogy 101 for Distance Learning](#)

[Spring Break Hours](#)

Today's Cartoon

[RSS Matters](#)

[The Network Connection](#)

[Link of the Month](#)

[WWW@UNT.EDU](#)

[Short Courses](#)

[IRC News](#)

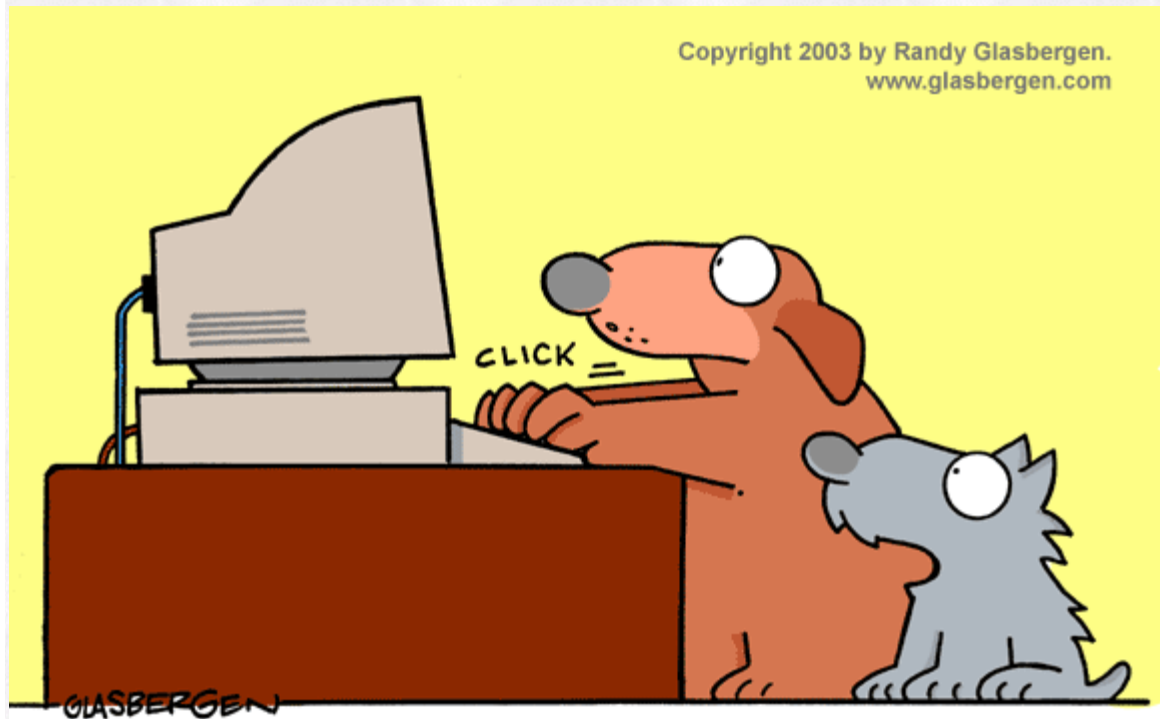
[Staff Activities](#)

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maincontent

Today's Cartoon

Copyright 2003 by Randy Glasbergen.
www.glasbergen.com



"I'm hungry. Find some Spam and cookies!"

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[Return to top](#)

[Page One](#)
[Campus Computing](#)
[New and Improved Microsoft Elearning Titles Available to Faculty and Staff](#)
[TurnItIn.com: Don't Be Cheated On!](#)
[Pedagogy 101 for Distance Learning](#)
[Spring Break Hours](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Network Connection

By [Dr. Philip Baczewski](#), Director of Academic Computing and User Services

Why Strong Passwords?*

Since November, students and employees with a UNT Enterprise UserID (EUID) have been required to change or reset their password to a new value. The new passwords have required a mixture of upper case and lower case letters, numbers, and punctuation. In addition, passwords cannot consist of or contain words found in the dictionary or in use within conversational or technical language.

This change may lead to a number of questions. Why the strong passwords? Why this inconvenience? Why does this have to be so complex? Why should I care about passwords? For some time now, UNT has been [working toward](#) use of a single ID and password for access to the computing systems that students and employees use on campus. Because so much of our activities involve computers and information systems, we've been trying to avoid a proliferation of IDs and passwords which would make it even more difficult to keep track of what ID you use for what system. Students use their EUID to log into [EagleMail](#), [WebCT](#) (for online courses), [my.unt.edu](#) (for registration, schedules, grades, etc.), [Eaglenet](#) (wireless network), [UNT Student Storage](#) (online file storage), and a number of other services.

The addition of my.unt.edu to the online tool set makes it particularly important to protect online access via your EUID. My.unt.edu is becoming the hub of a student's management of their educational experience at UNT. It's where you register, apply for financial aid, pay your tuition, view your grades, and maintain your personal information. It's a student's access to their University education. It also, by necessity, holds information that is unique to your identity. Such a resource is worth protecting.

Do passwords matter? The answer is yes. We've had computers on this campus which were broken into because a computer program was able to guess the password. Purdue University changed about 55,000 user passwords without notice because passwords had been [compromised](#) on their systems. George Mason University was in the [news](#) recently because their ID card system was broken into exposing 32,000 names and social security numbers to potential theft. A system at the University of Texas was [broken into](#) because they used social security numbers as the only basis for access, allowing thousands of people's personal information to be exposed to theft.

But, are strong passwords worth the inconvenience? Yes again. Do you lock your house or apartment? Do you lock your car? Do those locks prevent a determined individual from breaking into your home or auto? No, but the more difficult you make a break-in, the less likely it is that someone will spend the extra time or effort to break in. It's the same with computer security. Right now, it takes little computer effort to "crack" a password which is a common word or name. A strong password is a better lock on the door. It will make it a lot

less likely that someone can break in. Just like in the physical world, virtual intruders will seek an easier target.

It's not really that hard to create a secure and memorable password once you've done it a few times. A couple of methods for doing so include interjecting special characters into words to make them unrecognizable to a dictionary match, interleaving two words or words and numbers, or taking the first letter of each word of a phrase. You might express your fan loyalty with "G0E@gles!", prove that oil and water do mix with "+oHi2lO+", or recall your childhood music lessons with "Egbd! ". (These are now some very public examples, so don't use them for your password.)

UNT is a leader among Texas universities in providing online education. Our General Access Lab system is the envy of many other schools. Our PeopleSoft EIS project, although still a work in progress, has been made functional in a shorter amount of time and with a lower budget than many other schools undergoing the same transformation. All of these efforts put UNT in the position of leading the way to the online world, rather than just trying to keep up. Part of that new online world includes a need to guard the door to keep it a secure and useful place.

The Internet is long past being a small town. Our Internet neighbors are as likely to be in Brazil as in Bedford. And not all our neighbors are friendly. We can't afford to leave the doors unlocked any more. This online world we're building holds your identity, your education, and perhaps your future. That's the reason for strong passwords.

* Reprinted with permission from the January 20, 2005 [edition](#) of the NT Daily.

[Return to top](#)

[Page One](#)

[Campus Computing News](#)

[New and Improved Microsoft Elearning Titles Available to Faculty and Staff](#)

[TurnItIn.com: Don't Be Cheated On!](#)

[Pedagogy 101 for Distance Learning](#)

[Spring Break Hours](#)

[Today's Cartoon](#)

[RSS Matters](#)

[The Network Connection](#)

[Link of the Month](#)

[WWW@UNT.EDU](#)

[Short Courses](#)

[IRC News](#)

[Staff Activities](#)

[Subscribe to 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).

UNT Asset Management/Surplus Department: Open for Business!

The UNT Asset Management/Surplus Department recently announced the launch of their new website. UNT is now allowed by the State to sell surplus property to the general public through direct sales, providing the property is determined to be of no further use to the university. No more waiting for sales, no more buying in lots!

Please note that items must be removed when sold. The directions to the surplus warehouse are located on the website listed below. Items range in variety from furniture and bikes to electronics and audio-visual equipment. Vehicles are also included. Digital pictures of all items for sale can be found on the Website.

The basis for sale is first come, first served. Cash (exact amount), checks (with valid drivers license), or money orders (exact amount) will be accepted. Asset Management/Surplus is open for business every Monday, Wednesday and Thursday, from Noon to 4:00 p.m..

Check out the website and tell all your friends: www.unt.edu/pps/DirectSale.htm . The site is slated to be updated on the first and fifteenth of every month. Questions can be directed to Surplusdirect@unt.edu .

[Return to top](#)

[Page One](#)
[Campus Computing](#)
[New and Improved Microsoft](#)
[Elearning Titles](#)
[Available to Faculty and Staff](#)
[TurnItIn.com:](#)
[Don't Be Cheated On!](#)
[Pedagogy 101 for Distance Learning](#)
[Spring Break Hours](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

IRC News



Minutes provided by Sue Ellen Richey,
Recording Secretary*

November 16, 2004

VOTING MEMBERS PRESENT: PHILIP TURNER, ELIZABETH HINKLE-TURNER, LOU ANN BRADLEY, COY HOGGARD (for JONEEL HARRIS), JIM CURRY, STACIA GIBSON (for PATRICK PLUSCHT), ROBERT NIMOCKS, BRUCE HUNTER, JUDITH ADKISON, WIL CLARK (for JOHN PRICE) **NON-VOTING MEMBERS PRESENT:** MAURICE LEATHERBURY, RICHARD HARRIS, SUE ELLEN RICHEY (Recording Secretary) **MEMBERS ABSENT:** JON NELSON, SANDRA TERRELL, RAMU MUTHIAH, JONEEL HARRIS, JOE ADAMO, MARGARET AMBUEHL, KATHY SWIGGER, MAX KAZEMZADEH, DON GROSE, ABRAHAM JOHN, CENGIZ CAPAN, KENN MOFFITT, CHRISTY CRUTSINGER, DOUG MAINS, BOBBY CARTER, CHUCK FULLER **GUESTS:** JENNIFER LAFLEUR, BETTY TOMBOULIAN, RHONDA HOLMES

Minutes from the October meeting could not be approved due to lack of a quorum. They will be considered for approval at the December meeting.

IR Steering Committee meeting

Dr. Turner reported that there has been no IR Steering Committee meeting since the last IRC meeting; therefore, there is no report.

Distributed Computing Support Management Team

Maurice Leatherbury reported for the Distributed Computing Support Management Team that the group has been dealing with the issue of expiring passwords. Campus wide notification of password expiration will be completed in the next two weeks. In addition, he announced that Microsoft is coming to campus to conduct a training and briefing of DCSMT on security and patch management.

Learning Enhancement Planning Group

Stacia Gibson reported for the Learning Enhancement Planning Group that they have received 17 proposals totaling \$370,000 in application for the available \$150,000 in grant funds. A committee of six members chosen from the steering committee has been formed which will prepare evaluation packets and send them out, with the evaluations due back by December 1. Final recommendations on the proposals will be made by December 15.

Communications Planning Group

Lou Ann Bradley reported that the Communications Planning Group has not met, so there was no report.

EIS Planning Group

Coy Hoggard reported for the EIS Planning Group that CITC is approaching a significant milestone in the discontinuation of the use of the IBM mainframes. IBM (and IBM-compatible) mainframes have been in use at UNT since 1970 when the IBM model 360 was installed. The discontinuation of use is scheduled for November 30th. Mainframe-related software and hardware leases and maintenance agreements have been cancelled effective November 30.

In addition, Coy announced that the financial area is working on implementation of the budget management module. They have been heavily involved in preparing the annual financial report (AFR) and closing out of FY04 books. Reporting continues to be an issue and they are working on improving reporting technology, as well as working on updating the data warehousing area, out of which some reporting can be done. They are implementing Cypress software, which is an on-line report distribution software product which is planned to replace centralized report printing previously provided by CITC. Due to some unforeseen problems and staffing issues, implementation is running later than planned, but those problems are being dealt with.

Further, Coy reported that 19,800 students have early registered for Spring, 2005 semester and the number is expected to exceed 20,000 before early registration ends.

Student Computing Planning Group

Elizabeth Hinkle-Turner reported for the Student Computing Planning Group that they are working, but have not officially met as a group. It has been decided that locations of labs in the various buildings on campus need to be made more visible in the signage for each building. It has been recommended to Facilities that when new signs are made for buildings, that a metal slat be added noting that a general access lab is available in that building. She added that eCampus posters have been hung in the various labs. Students are now being encouraged to store their data on UNT student storage and labs are providing an icon on all of the lab machines for ease in accessing that resource, rather than storing their data on floppy disks.

Dr. Turner pointed out that due to a licensing issue, Java is not installed on the Library lab machines which prevents Vista from being accessed by users in that lab. Lou Ann Bradley stated that they would look into resolving that issue.

Dr. Turner suggested that a lab with around 50 computers, that is primarily for testing, be set up for use by students enrolled in courses that provide tests on-line. Elizabeth stated that she has brought that up at a GALMAC meeting and stated that funding of such a lab would be the issue.

In response to a question from Bruce Hunter regarding the high volume of printing done by students, Elizabeth explained that the general access lab committee evaluates this issue about every 18 months and so far they have always concluded that the cost of setting up some kind of system that would limit printouts would be more than the cost of paper to allow students to print anything and as much as they need to. She noted that students already pay a fee for use of the labs and therefore, the paper cost is covered. In addition Elizabeth noted that all of the general access lab printers are set up to automatically print everything duplex, which is a paper savings in itself.

Dr. Turner reported that "Turn It In.com is now an officially licensed software product in use

at UNT. This product checks work turned in by students to help them to be honest in their scholarship. If anyone has questions about this product, or ideas on how to get the word out, they should contact Patrick Pluscht, Stacia Gibson or Dr. Turner for more information.

Distributed Learning Team

Dr. Turner also reported that the Distributed Learning Team is moving forward with investigating the feasibility of a Center for Teaching and Learning and Assessment. They have developed an on-line survey for faculty to use in rating various services.

Dr. Turner reported that on August 31, 2005 the campus edition license of WebCT will no longer be available at UNT. The choice was made to go with their new product, Vista, and courses are being converted to Vista now and will continue to be if the decision is made to continue using Vista. However, if problems continue with Vista, and are not solved by summer, the choice is to go back to using the campus edition version, or find another vendor entirely, which would be the least advantageous choice. They have been conducting conference calls with WebCT's primary support group to try and solve the problems and WebCT promises release of a large revision to the product in the near future, which is believed will resolve the issues UNT has been dealing with. Maurice Leatherbury added that the move to Vista was made because it was believed that Vista was the future product of WebCT and because technically CITC can't support the campus edition because of the huge number of files it requires and the product is not designed for scalability.

December 21, 2004

VOTING MEMBERS PRESENT: PHILIP TURNER, ELIZABETH HINKLE-TURNER, JONEEL HARRIS, CENGIZ CAPAN, JON NELSON, RAMU MUTHIAH, DON GROSE, BRENDA RITZ (for PATRICK PLUSCHT), JON NELSON, JUDITH ADKISON, WIL CLARK (for JOHN PRICE) **NON-VOTING MEMBERS PRESENT:** PHILIP BACZEWSKI (for MAURICE LEATHERBURY), RICHARD HARRIS, SUE ELLEN RICHEY (Recording Secretary) **MEMBERS ABSENT:** JIM CURRY, ROBERT NIMOCKS, BRUCE HUNTER, LOU ANN BRADLEY, COY HOGGARD, SANDRA TERRELL, JOE ADAMO, MARGARET AMBUEHL, KATHY SWIGGER, MAX KAZEMZADEH, ABRAHAM JOHN, KENN MOFFITT, CHRISTY CRUTSINGER, DOUG MAINS, BOBBY CARTER, CHUCK FULLER **GUESTS:** JENNIFER LAFLEUR

The minutes from the November meeting were not approved due to lack of a quorum at the meeting.

The Chair announced that Richard Harris has been named 2004 Chief Executive Officer of the Year by the Society for Information Management.

Information Resources Steering Committee

The Chair reported that the Information Resources Steering Committee met but although the issue was on their agenda, they did not address the Electronic Records Retention Policy.

Distributed Computing Support

Philip Baczewski reported for Maurice Leatherbury that the Distributed Computing Support Management Team met on December 3 when they discussed the move to strong passwords for EUID accounts; and the schedule was set for student compliance. At their December 17 meeting they discussed the merging of Netware and EUID space to take a single password, which is of most importance to the Health Science Center, and are working on technical issues for NetWare login at HSC. The committee began working with E-policy Orchestrator, which is a tool to allow Network Managers to roll out patches and virus protection updates in order to respond to and control some vulnerabilities and to get patches out quicker. The security group is leading that effort.

Regarding LEARN, the State of Texas has released \$5 million dollars to develop the network infrastructure. The LEARN Board is having a retreat in El Paso to work out the details of developing the statewide network.

Philip reported that 75 % of the faculty and staffs' passwords have been changed to strong passwords; and 20% of students have changed to strong passwords. On December 31st all passwords which have not been changed to strong passwords will expire. Students have been notified in a number of ways.

Philip announced that as the new Director of Academic Computing he will be taking over the Chairmanship of the DCSMT.

Learning Enhancement Planning Group

Brenda Ritz reported for the Learning Enhancement Planning Group that CDL has obtained an annual site license for TurnItIn. UNT faculty are urged to use this product during this first year of licensing and at the end of the term, if there is enough interest in continuing it, funding will have to come from sources other than CDL. Dr. Turner asked IRC members to help get the word out about this product. A UNT TurnItIn.com website is currently under development and will be introduced to the University community in early Spring.

Brenda also reported that there were a total of 18 proposals submitted for the Learning Enhancement Grant Program, requesting \$383,784.00. A 6-person evaluation committee reviewed and scored the proposals. In order to stretch the \$150,000 funding as far as possible, the committee recommended funding only two proposals at 100%; 9 other proposals were awarded funding at some level with 7 proposals not recommended for funding at this time. Dr. Turner added that anyone interested can view the proposals on the CDL website.

Further, Brenda announced that an award has been established to recognize excellence both in the instructional design of Web-based courseware and the facilitation of the instructional experience using this courseware. The recipient of the award will receive a plaque and a check for \$500, and their course will be identified as an award winner in UNT eCampus.

EIS News

Joneel Harris reported that the loaner equipment Sun Microsystems provided for Fall registration has been replaced with equipment purchased by UNT. UNT owes a debt of gratitude to Sun for the loan of the equipment, and to CITC for their support in getting the equipment installed and operating. Joneel stated that grade reporting has gone well and that registration numbers for Spring are up 1% over Fall semester. There still are major issues to be dealt with but due to functional and technical staff limitations they are not proceeding as quickly as they would like to. Data warehousing is the most crucial issue in the coming year; and they are developing reports as fast as they can. They have already submitted an FY'06 budget request to Phil Diebel for additional hardware and other resources in support of data warehousing and constituent relationship management (CRM) which will ultimately replace the student prospecting systems and aid fund raising efforts. The Cypress product is being tested now, and will be extremely important in the production of reports that can be distributed electronically. She commented that grades from WebCT will eventually transfer to the EIS grading system.

Cengiz Capan commented that some of his faculty with very large classes complained about the time involved in entering grades. He asked if eventually the grades would automatically be transferred by WebCT. Joneel replied that it is the long-term goal to have the grades

automatically transferred through WebCT. Capan also asked if capacity planning is being done. Joneel replied that the Mercury product they used to test capacity was purchased so that this can be done on a regular basis. They want to add more monitoring tools to make sure they have adequate support. They have already submitted a request to the Vice President for additions to hardware components for support of contributor relations. They are aware, also, that more Storage Area Network is needed.

Wil Clark asked if uploading grades from other sources has been considered and Joneel replied that they would rather transfer grades using WebCT than develop to much with other sources.

Student Computing Planning Group

Elizabeth Hinkle-Turner reported that the Student Computing Planning Group has not met; however, they have had a very successful orientation of 150 new students, compared to only 10 last year. Also, they have ordered new General Access Lab brochures printed for Spring semester since lab hours have changed. The Adaptive Lab has purchased a Sorensen Video Relay phone for use by deaf students. The deaf student can speak in sign language and the phone translates the conversation over internet phone service.

Elizabeth also reported that she has finished putting August theses and dissertations on line and she is ready to begin working on the December ones.

WebCT

Dr. Turner reported that information has been sent out to all concerned that on March 31st a decision will be made of whether to stay with the WebCT product, Vista, or go back to using the Campus Edition version of the product. Tests have been done on Chat, and it seems to be working. There are a number of unsolved problems with the Vista product, but WebCT has a high level group of people working with UNT to resolve them. A SWAT team has been formed of representatives of various universities who are using the Vista product, to try and work out the problems. WebCT has pulled people off of their development team and put them on the product assurance team to help make the product work for UNT.

GALC

Cengiz Capan reported that for the past 15 years he has headed the GALC group, and that Philip Baczewski will be taking over that responsibility now. Cengiz will be working on the committee for Responsibility Center Management in future. He commented that GALC is a good example of Responsibility Center management that has been going on for a long time.

January 18, 2005

VOTING MEMBERS PRESENT: PHILIP TURNER, ELIZABETH HINKLE-TURNER, JONEEL HARRIS, JENNIFER LAFLEUR (for DON GROSE), ROBERT NIMOCKS, BRUCE HUNTER, MARGARET AMBUEHL, ANDY NOVAK (for KENN MOFFITT), CHUCK FULLER, PATRICK PLUSCHT, JUDITH ADKISON, KATHY SWIGGER **NON-VOTING MEMBERS PRESENT:** COY HOGGARD, MAURICE LEATHERBURY, PHILIP BACZEWSKI, SUE ELLEN RICHEY (Recording Secretary) **MEMBERS ABSENT:** JON NELSON, CENGIZ CAPAN, JOHN PRICE, JON NELSON, RAMU MUTHIAH, JIM CURRY, LOU ANN BRADLEY, SANDRA TERRELL, JOE ADAMO, MAX KAZEMZADEH, ABRAHAM JOHN, CHRISTY CRUTSINGER, DOUG MAINS, BOBBY CARTER

The minutes of the October 19, 2004, November 16, 2004, and December 21, 2004 meetings were approved as distributed.

IR Steering Committee

The Chair reported that there had been no IR Steering Committee meeting since the last IRC meeting.

Distributed Computing Support Management Team

Phillip Baczewski reported for the Distributed Computing Support Management Team that at their last meeting they reviewed the implementation of strong passwords, stating that as of December 31, 2004, any passwords that had not been changed to a strong password were set to expire. To date about 90% of the passwords have been changed to strong ones. More publicity about the need for strong passwords is planned. In addition, DCSMT has a subcommittee to evaluate a variety of different kinds of software that will sync GroupWise to pda's of various kinds. The subcommittee's job will be to evaluate, test, obtain pricing and pursue the possibility of obtaining a campus-wide site license for one of the software packages.

Kathy Swigger asked if GroupWise would always be UNT's email of choice. Maurice Leatherbury replied that there are no plans to change it at this time. Patrick Pluscht asked if Intellisync software is being considered as one of the software packages. Philip replied that Intellisync remains an option, but the expense of Intellisync is one reason that other products are being examined.

Learning Enhancement Planning Group

Patrick Pluscht reported that the Learning Enhancement Planning Group has not met since the December meeting. Patrick reported that they plan to announce the grant recipients very soon. He also reported that training has been completed for 130 to 140 registered users of Turn It In.com and they expect an increase in that number as classes begin.

Kathy Swigger asked if WebCT had the capability to report the number of students enrolled in on-line courses. Patrick responded that WebCT was not designed to give that kind of report. Dr. Turner added that there is information available to departments who have applied for the distributed learning funding model that will tell where students live who sign up for on-line courses.

EIS Planning Group

Joneel Harris reported for the EIS Planning Group that they are working on the issue of reports, which seems to be one of the biggest problem areas. They are about to attempt to put out their first data warehousing report which will require pulling data from three sources. They met this week to discuss the use of RDS to create a data mart, because this is critical data for budgeting. Joneel reported that the loaner equipment Sun let UNT use has been returned and she was glad to report that during the latest registration period its absence was not noticed, even with 4000 students registering on a single day. With just a slight slow down in response time, things went quite well. In addition, the grade reporting function went well also.

Margaret Ambuehl reported that Human Resources is also working very hard to try and make more reports more easily available to distributed areas.

Joneel continued that in the Finance area, the development of the Budget Module is the biggest thing going on. She was aware of some problems with EPM, which is the budget data warehousing tool. Also, Contributor Relations has been looking at imaging because of some issues with their current imaging system. Joneel noted that Mr. Diebel has asked that

some of the budget initiatives for the coming year be adjusted to put more emphasis on support in the area of report development. In response to a question from Kathy Swigger, Joneel stated that she believes the implementation of the EIS system to be at around 75-80% at this time, but pointed out that the finish work and fine tuning on a project of this type goes very slowly. Joneel introduced Andy Novak, who she explained was hired as part of the project management team, and who has developed a project portfolio management approach, which involves cost benefit analysis for completed projects.

Joneel continued that data warehousing tools are how they hope to put data into the hands of the people who need it, so that these people can create their own ad hoc reports. It's going to be a while before they reach their goal in this area, however.

Student Computing Planning Group

Elizabeth Hinkle-Turner reported for the Student Computing Planning Group that they had recently met with Jesse Davis, President of the SGA, to discuss publicizing the need for strong passwords, which everyone is now required to use. In addition, the General Access Lab managers are working on better signage for the campus, and they expect to have the new signs up before Spring Break.

WebCT

Dr. Turner reported that work continues with WebCT to resolve all of the outstanding issues with their software product, with an eye toward the March 31 deadline to either go back to the previous campus edition of the software or continue working with Vista. Discussion followed regarding the specific issue of load balancing with Maurice Leatherbury stating that CITC is trying to get an evaluation model of a new load balancer and will either replace current load balancers or add to them. WebCT has devoted additional resources to providing help for UNT's situation, and in addition UNT has formed a group of "heavy user universities" who talk together regularly to share issues and solutions. Kathy Swigger asked if other products are being looked at, and Dr. Turner replied that if on March 31st they decide not to continue with Vista, then other alternatives will be considered.

Elizabeth Hinkle-Turner added that a large sign at the Willis Library will be a campus map that shows all of the labs. She noted that Willis lab is still the only 24-hour lab, but she hopes there will eventually be another area as desirable as the Willis Library. Elizabeth also noted that students can access lab availability from the UNT.GAL.edu website.

Patrick Pluscht suggested that UNT look into a toll-free phone conference service for faculty to have conference calls with students. Since CITC would have to provide this, Maurice Leatherbury said he would check into it.

There being no further business, the meeting was adjourned.

* For a list of IRC Regular and Ex-officio Members click [here](#).

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.

[Return to top](#)

[Page One](#)
[Campus Computing News](#)
[New and Improved Microsoft](#)
[Elearning Titles Available to Faculty and Staff](#)
[TurnItIn.com: Don't Be Cheated On!](#)
[Pedagogy 101 for Distance Learning](#)
[Spring Break Hours](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
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Research and Statistical Support University of North Texas

RSS Matters

Link to the last RSS article here: [A.M.: Faculty Evaluations After the Mainframe](#) - Ed.

Equivalence Tests

By [Dr. Mike Clark](#), Research and Statistical Support Services Consultant

A common use of statistical analysis entails a comparison of groups to one another. The familiar Student's t-test is used to distinguish whether two groups are significantly different from one another. Starting with a null hypothesis that states there is no difference between the two samples (e.g. $\mu_1 - \mu_2 = 0$), one proceeds to determine the probability with finding the difference seen in the data if that hypothesis were true. If the probability of the result is low (typically $p < .05$), then one rejects the null hypothesis that claims no difference, and concludes the groups are statistically different from one another. Alternatively, one may set up a design to minimize Type I error rate (α), and conclude rejection of the null hypothesis if the observed t-statistic is at or beyond the t-critical value (t_{cv}) associated with a chosen error rate and sample size.

Take for example, an examination of the effectiveness of a particular teaching strategy for high school math students. Some students are randomly assigned either to classes in which the method will be implemented in their courses, or those which will receive no special treatment and can thus serve as a control group. After the semester is over they are given a math proficiency exam, which resulted in the following data:

$$\bar{X}_{teach} = 75 \quad s = 3 \quad n = 20$$

$$\bar{X}_{cont} = 71 \quad s = 5 \quad n = 20$$

As mentioned, our null hypothesis would be that there is no difference between the groups outside of sampling error. As the basics of the t-test are well-known, I will not rehash the details of the procedure here, but one can review them in introductory statistical texts. The data above would give us a t-statistic of 3.07, which would allow us to reject the null hypothesis ($\alpha = .05$, two-tailed test, $df = 38$) and claim the teaching

strategy results in higher math scores.

Equivalence

What would we have done had we not reached our specified significance criterion?

Common practice is to assume the two groups are equivalent, and such a conclusion seems hardly far-fetched. However there are several problems with doing so. First, a small sample size can make it very hard to find statistical significance, so if it was our goal to establish equivalence we could just have a small sample. Secondly, the procedure establishes evidence against the null hypothesis only, not for it^[1].

Furthermore, problems with the data itself (e.g. outliers), may hamper our ability to find a result at the specified significance level, and so again could come to a conclusion of equivalence just because we had messy data.

One may be left wondering what to do to determine equivalence between two groups. A statistical analysis that is just now coming into wider acceptance among the social sciences is *equivalence testing*. Often used in biomedical studies to examine different treatments' relative effectiveness, it provides a method for establishing whether two samples of data are functionally equivalent with regard to some statistic of interest.

The first step involves establishing a range of acceptable values such that any observed difference less than a certain amount may be shown to imply equivalence among the groups. As sampling error could result in our difference falling into that range, one performs inferential analysis to determine statistical equivalence.

Two one-sided tests

Return to the previous example. Say that based on those results we began teaching our math classes using the new method. Someone comes along later and says they have an alternative method of teaching the courses that could be even more effective. The principal is hesitant to alter the existing setup because changing the system before was very costly in terms of training and materials, and doesn't want to go through another overhaul unless there is substantial improvement to be had. Based on her knowledge of the proficiency test and other practical considerations, she states that if there is no more than a 5 point improvement she will maintain the current situation. The resulting data at the end of the semester is as follows.

$$\begin{aligned}\bar{X}_{new} &= 78.5 & s &= 4 & n &= 20 \\ \bar{X}_{old} &= 76.0 & s &= 5 & n &= 20\end{aligned}$$

Although we do not reach the established criterion of interest in raw form, the presence of sampling error still does not allow us to determine statistical equivalence right off. One method requires testing the following joint null hypothesis:

$$H_{01} : \mu_1 - \mu_2 \geq \Delta$$

$$H_{02} : \mu_1 - \mu_2 \leq -\Delta$$

where Δ refers to our specified maximum difference allowed to still profess equivalence, in this case, 5 as determined by the principal of the school. Rejection of H_{01} implies $\mu_1 - \mu_2 \leq 5$. Rejection of H_{02} implies that $\mu_1 - \mu_2 \geq -5$. Rejection of both suggests our difference falls in the range of -5 to 5 and so we could include they are equivalent. In order to do so we perform two one-sided t-tests.

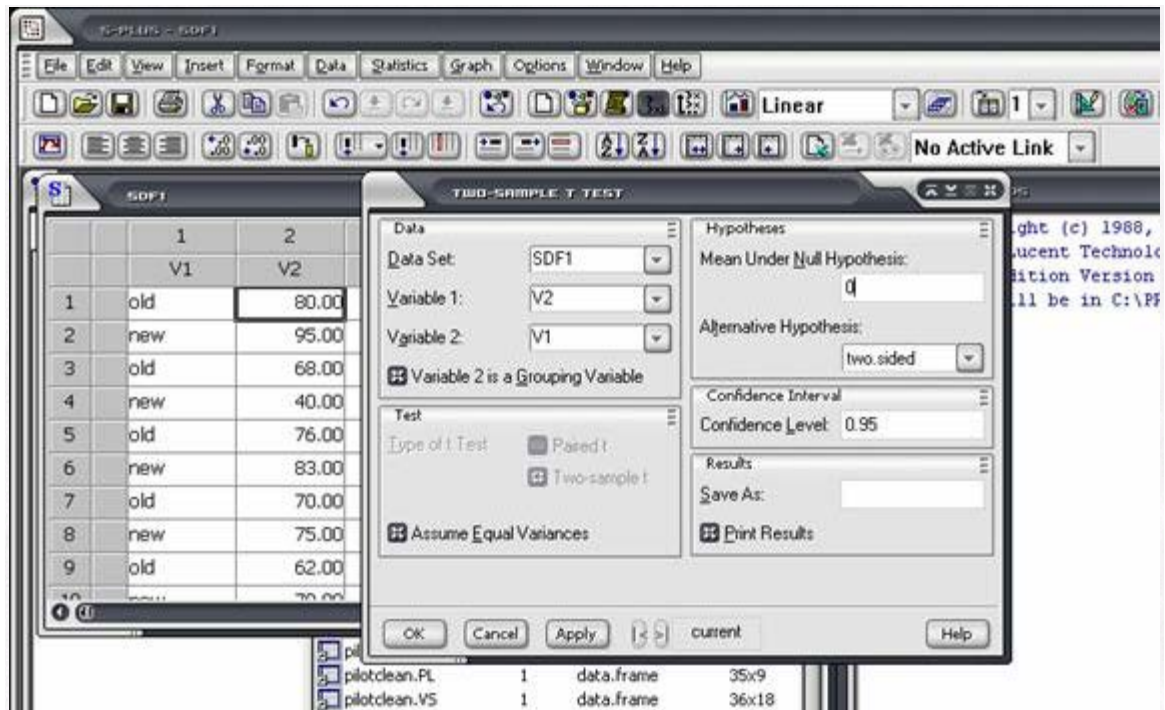
$$t_1 = \frac{(\bar{X}_1 - \bar{X}_2) - \Delta}{s_{x_1 - x_2}}$$

$$t_2 = \frac{(\bar{X}_1 - \bar{X}_2) - (-\Delta)}{s_{x_1 - x_2}}$$

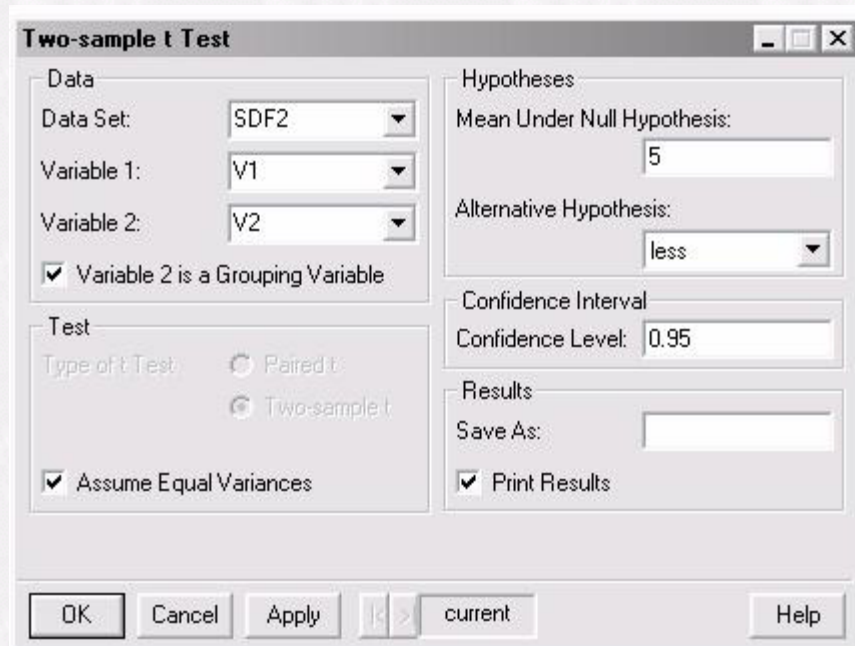
If t_1 is less than the negative t_{cv} we reject H_{01} , and if t_2 is greater than the positive t_{cv} we reject H_{02} .

We do this because starting off we don't know how the means could have turned out relative to one another (new greater than old or vice versa) and so could have a positive or negative difference. However, another perhaps more simple way to look at it would be that we are testing whether our absolute difference is significantly less than that specified for non-equivalence, or that our null hypothesis would be $H_0 : |\mu_1 - \mu_2| \geq \Delta$. By rejecting the null hypothesis, we conclude that the difference observed qualifies for practical equivalence.

Such a test can be performed in a statistical package such as S-Plus. From the Statistics menu, go to Compare samples/Two samples/t-test



Choose your variables under consideration and select whether one is a grouping variable. The only thing that remains is to change the “Mean Under Null Hypothesis” (MUNH) and select our alternative hypothesis^[iii]. Let us begin with the first part of the joint null hypothesis. Enter in a value of 5 for MUNH and select as our Alternative Hypothesis “less”, which is to say that the alternative hypothesis in competition with the null hypothesis suggests that our result is significantly less than 5. See below.



To test the other in this situation we simply change (MUNH) to -5 and our competing alternative hypothesis to “greater”. If the t-statistics obtained exceed our critical values in the above mentioned fashion, as they do here ($t_{c_v} = \pm 1.68$), we can reject the joint null

and claim statistical equivalence.

The Confidence Interval Approach

Another way in which to test for equivalence calls for the construction of a confidence interval (CI) about the difference between means observed. Having initially specified our Δ boundaries, we then see if e.g. the 95% CI for the difference between means falls *entirely* within that range. To obtain the interval for the above example:

$(\bar{X}_1 - \bar{X}_2) \pm t_{\alpha} (s_{x_1 - x_2})$. If we want this approach to provide the same results as the two one-sided tests performed above, we construct a CI at the $100(1-2\alpha)\%$ level used in the previous approach. Going the other way, if our decision was to provide a CI at the 95% confidence level for the difference, we would perform the two one-sided tests above at $\alpha = .025$.

Inferential Confidence Intervals

An alternative confidence interval method comes from Tryon (2001). His approach involves what he refers to as *inferential* confidence intervals (ICI). These are different from ordinary confidence intervals in that they use they use a reduced critical value such that non-overlap of the two group's ICIs for their respective means suggests statistical difference at the specified alpha level for a significant difference. To test equivalence, one takes the lower bound of the lesser mean's ICI and the upper bound of the greater mean's ICI to establish a range of the difference between them ($R_g = \text{Upper bound} - \text{Lower bound}$). If this R_g is less than that established for non-equivalence (the above Δ), we conclude equivalency among the groups. Tryon's method may be preferable in that it contains within it a means of testing both equivalence and difference. Furthermore, it provides a third possible outcome, indeterminacy, where neither equivalence nor difference can be established statistically.

Summary

The social sciences are overdue for a much wider implementation of tests of equivalence. It is often the case that researchers claim evidence of a particular hypothesis through non-rejection of the null hypothesis of no difference. However, it is incorrect to conclude equivalent groups just because we do not have enough evidence against the null, as Fisher pointed out decades ago. Methods are readily available to determine whether two groups are statistically equivalent, and should be used accordingly.

Some Resources

Altman, D.G., & Bland, J.M. (1995). Absence of Evidence is not Evidence of Absence. *British Medical Journal*, 311, 485.

Rogers, J.L., Howard, K.I., & Vessey, J.T. (1993). Using Significance Tests to Evaluate Equivalence Between Two Experimental Groups. *Psychological Bulletin*, Vol 113(3), 553-565.

Tryon, W. W. (2001). Evaluating statistical difference, equivalence, and indeterminacy using inferential confidence intervals: An integrated alternative method of conducting null hypothesis statistical tests. *Psychological Methods*, 6, 371-386.

[\[i\]](#) In fact, our result doesn't speak to any hypothesis in a particular, only the probability of some outcome, which we then use to make a decision regarding the null hypothesis.

[\[ii\]](#) This procedure already differs from most t-tests done in social sciences as despite repeated pleas from quantitative types typically we test a 'null' hypothesis of no difference.

[Return to top](#)

[Page One](#)
[Campus Computing News](#)
[New and Improved Microsoft](#)
[Elearning Titles](#)
[Available to Faculty and Staff](#)
[TurnItIn.com: Don't Be Cheated On!](#)
[Pedagogy 101 for Distance Learning](#)
[Spring Break Hours](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

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Hosting your Own Web Server

This is a reprint of an [article](#) that ran in the April, 2004 issue of *Benchmarks Online*. - Ed.

By [Shane Jester](#), Campus Web Administrator

Do you want to host your own Web server at home, but don't want to pay for a static IP address. Did you know that there are several services that allow you to map your domain name to a dynamic IP address. Just do a google search for "dynamic DNS hosting" and you will find several different services. Some charge for premium services where they host your purchased domain name, and some offer free services allowing you to select a server name in one of their designated domains.

Here is the concept: Whenever you use a dialup connection, you are assigned a new IP address to your system every time you login to your ISP. These dynamic hosting services provide you with an interface to map your domain name to your new IP address after you establish your connection. This can be done with any number of tools that they provide you, or you can write your own tool with a scripting language in most cases. Of course, you probably don't seriously want to use this service if you are using dialup due to the slow speed limitations and the fact that you are not continuously connected to the Internet.

The most likely scenario is if you use a DSL or Cable service. In most high-speed Internet services, your dynamic IP address only changes every few days. This allows you to automate your dynamic DNS synchronization with your fluctuating IP address. The most effective way to do this (unless you find a tool that someone else wrote) is to right a little script that periodically checks your current IP address. If it has changed, then you can invoke the script or utility that synchronizes your IP address to your domain name using your dynamic DNS provider. Depending on how often you run this process, you could potentially see almost no interruption in service since the synchronization with the hosting services usually only takes a matter of minutes.

Of course, before you do any of this, you should check the contract of your high-speed Internet provider. A lot of providers forbid you from hosting Web servers on a residential service, but if not, you have a relatively cheap method of domain hosting on your own computer.

[Return to top](#)

[Page One](#)
[Campus Computing News](#)
[New and Improved Microsoft Elearning Titles Available to Faculty and Staff](#)
[TurnItIn.com: Don't Be Cheated On!](#)
[Pedagogy 101 for Distance Learning](#)
[Spring Break Hours](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Short Courses

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

The spring Short Courses have been announced and are under way. Surf over to the [Short Courses](#) page to see the classes offered and to get registration information. Courses offered this semester include classes in SPSS, SAS, Stata EViews, New Technologies for Survey Research, R & S-Plus Programming and Getting Started with DreamWeaver MX/

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.

EIS Training

Student Records Level I Training

The Registrar's Office will continue to offer EIS Student Records Level I Training throughout the Spring 2005 semester. Please review the training schedule below for available times and dates.

STUDENT RECORDS LEVEL I TRAINING: Level I Student Records Training is a hands-on training session that concentrates on basic view access in EIS. In addition to discussions on basic EIS academic structure the users will view student personal information, FERPA status, residency status, registration eligibility, study lists (schedules), grades, enrollment requests, programs/plans, service indicators (blocks) and print unofficial transcripts. Users will also learn how to search for classes and rooms, view class rosters and look up instructor schedules and view the my.unt.edu student portal.

TO REGISTER: Email Sara Akers at sara@acad.admin.unt.edu with your preferred training time. Please include your EUID, full email address and

position at UNT. If you do not know your EUID please go to:
<https://ams.unt.edu/whatsmyeuid.php>

Dates for Level I training in ESSC 152 lab:

- March 29, 2005: 8:30 a.m. -1:00 p.m.
- April 14, 2005: 1:30-3:00 p.m.
- May 4, 2005: 8:30-11:00 a.m.

Purchasing and Payment Services 3 - Part Training

Presented by the PPS Team, these sessions will lead participants through the Policies and Laws effecting Procurement including Contracts, Bid Requirements, Independent Contractors and the utilization of HUB vendors. Sessions also include information concerning Travel, Check Requests, Tracking Inventory and use of the Purchasing Card.

Our training is beneficial to all UNT employees who do purchasing, inventory, process travel, or utilize a purchasing card. All classes will be held in Marquis Hall, Room 118:

- Thursday, Feb 10, 2004 - 2:00 pm to 5:00 pm.
- Thursday, Feb 17, 2005 - 2:00 pm to 5:00 pm.
- Thursday, Feb 24, 2005 - 2:00 pm to 5:00 pm.

Contact mbetterson@unt.edu at Human Resources for registration.

Electronic Procurement (ePro) Training

As many of you are aware, the electronic procurement (ePro) module of EIS has been implemented. We have discontinued the use of paper requisition forms as of September 1, 2004.

ePro requires training for both the ePro Coordinator (individual performing entry/creation/tracking of the purchasing requisition) and the DeptID and/or the Project Holder (Approver). Computer security will not be established until individuals have completed the required training.

At this time, classes will be conducted at the Research Park, EIS Training Room. Directions given at time of registration. Please note: We reserve the right to cancel or change the training location for class attendance under 3.

Next classes are scheduled for Tuesday 02/22/05, note the times below:

Approvers:
2:00 PM to 3:00 PM,
3:00 PM to 4:00 PM,
4:00 PM to 5:00 PM

Coordinators
8:00 AM to 12:00 Noon

Please e-mail Tina Koenig, tinak@unt.edu, indicating the time you plan to attend and for which class.

If you have not submitted an ePro DeptID Holder Information Form or an ePro Coordinators Information Form, please fill the form out on-line and attach it to your email requesting registration. This is necessary in order to establish security for your use of the system.

GroupWise Training

Information about GroupWise training can be found at the GroupWise course [site](#).

If you missed the class, the handout for the GroupWise 6.5 JunkMail Class is online at

http://basicgroupwise.unt.edu/downloads/PDF/Dealing_with_SPAM.pdf.

If you 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>

Library Workshops for Graduate Students

The Library has scheduled three workshops for graduate students this semester. The dates and times remaining are:

Saturday, Feb. 26, 10:00 - 12:00

They will be held in the Willis Library Learning Center, W136, immediately to your left as you walk into the Library.

These workshops are open to all graduate students, and will give hands-on experience with some of the general databases that contain many full-text scholarly articles, plus Digital Dissertations, the primary database for searching dissertations. Other information of importance to graduate students will also be covered, such as interlibrary loan and setting up search alerts. If time allows, more subject-specific databases will be covered. The workshop will take place in the Willis Library Learning Center (W 136), immediately to the left as you enter the Library doors (not the General Access Lab). It will last approximately ninety minutes.

If you have questions, please call or e-mail Frances A. May at 940-565-4812, fmay@library.unt.edu.

Alternate Forms of Training

Many of the [General Access Labs](#) around campus have tutorials installed on their computers. The [Training](#) Web site has all sorts of information about alternate forms of training. Computer Based Training (CBT) is one of the alternatives offered.

For further information on CBT at UNT, see the article [New and Improved Microsoft Elearning Titles Available to Faculty and Staff](#) in this issue of *Benchmarks Online* and [Computer-based Training Curriculum Update](#) in the January, 2005 issue.

[Return to top](#)

[Page One](#)
[Campus Computing News](#)
[New and Improved Microsoft Elearning Titles Available to Faculty and Staff](#)
[TurnItIn.com: Don't Be Cheated On!](#)
[Pedagogy 101 for Distance Learning](#)
[Spring Break Hours](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[WWW@UNT.EDU](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Staff Activities

Transitions

New Employees:

- **Justin Cuombe**, Information Security Intern, Information Security (team), CCA (part-time).
- **Jose Mendoza**, CPU Operator (part-time).
- **Holly Corbett**, CPU Operator (part-time).
- **Andrew Binovi**, Helpdesk consultant (part-time).
- **David Gallegos**, Helpdesk consultant (part-time).
- **Ambreen Rahman**, ACS GAL Consultant (part-time).
- **Brandon Walters**, CPU Operator (part-time).
- **Rajiv Gopinath**, ACS GAL Consultant (part-time).
- **Sumant Ganapavarapu**, ACS GAL Consultant (part-time).
- **Rachel Burlage**, Information Security Intern, Information Security (team), CCA (part-time).
- **Vidya Gaddamanugu**, Programmer Analyst, Administrative Computing, Oracle DataBase Administration.

Changes:

- **Charlotte Russell** has been selected as the new Director of Administration and Compliance in the CITC. She had been the Information Security Coordinator for some time and has held various other administrative positions within the CITC.

As Director, Charlotte will be responsible for the budgeting and planning office within the CITC, for the security function, for disaster recovery and contract management, and for the project management office.

- **Stormy Shippy**, has moved from the Helpdesk to being a CITC LAN Technical Assistant (part-time).

Awards, Recognition, Publications, etc.

Soaring Eagles

Matt Kernan, former CITC LAN Technical Assistant (part-time) was recognized in the February issue of the *Human Resources Newsletter* for quickly solving a computer problem for another staff member. Similarly, **Richard Sanzone**, Helpdesk Assistant Manager and Programmer, was recognized for helping to repair his co-worker's computer.

New Baby

Congratulations to **Travis Brown**, Network Computing Services, and his wife Kayla on the birth of their son Elias Parker on February 2, 2005.

[Return to top](#)

[Page One](#)

[Campus Computing News](#)

[New and Improved Microsoft Elearning Titles](#)

[Available to Faculty and Staff](#)

[TurnItIn.com: Don't Be Cheated On!](#)

[Pedagogy 101 for Distance Learning](#)

[Spring Break Hours](#)

[Today's Cartoon](#)

[RSS Matters](#)

[The Network Connection](#)

[Link of the Month](#)

[WWW@UNT.EDU](#)

[Short Courses](#)

[IRC News](#)

[Staff Activities](#)

[Subscribe to 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, Dr. Mike Clark talks about "Equivalence Tests."**
- [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 answers a question that has been on many people's minds during the past several months: "Why Strong Passwords?"

- [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 find out what we mean when we say "UNT Asset Management/Surplus Department: Open for Business!"**
- [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, in case you missed it the first time, read all about "Hosting your Own Web Server."**
- [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. **Spring Short Courses are here, and more!**
- [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. The November, 2004, December, 2004 and January, 2005 minutes are published this month.

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

[Return to top](#)