



[CITC Home](#)

[Help Desk](#)

[Training](#)

[About Us](#)

[Publications](#)

[Our Mission](#)

Volume 10 - Number 7 * July 2007

Columns

[NetworkConnection](#)

[Link of the Month](#)

[Helpdesk FYI](#)

[IRC News](#)

[RSS Matters](#)

[Short Courses](#)

[Staff Activities](#)



By the Numbers

In a typical 24-hour time span, UNT computer systems receive:

- 342 attempted attacks against web applications
- 290 attempts to relay spam e-mail
- 138 attempted cross-site scripting attacks
- 117 attempted attacks against web browser software

CITC continues to pro-actively work against these intrusion attempts as well as prevent unauthorized access to computing systems.

Campus Computing News

[Get Revved Up for Office and Outlook 2007!](#)

[SkillPort Training Site Update](#)

[Summer Hours](#)

[Fry Street Fire Leaves Campus Powerless, Disconnected](#)

[InHouse Series on Information Security](#)

TODAY'S CARTOON

[Don't forget our monthly Columns!](#)



[Return to top](#)

[Network Connection](#) | [Link of the Month](#) | [IRC News](#) | [RSS Matters](#) | [Helpdesk FYI](#) | [Short Courses](#) | [Staff Activities](#)

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

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

Site was last updated or revised : July 16, 2007

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search **Benchmarks Online** - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/>. Questions and comments should be directed to benchmarks@unt.edu

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

[Page One](#)
[Campus Computing News](#)
[SkillPort Training Site Update](#)
[Summer Hours](#)
[Fry Street Fire Leaves Campus Powerless, Disconnected](#)
[InHouse Series on Information Security](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Campus Computing News

Get Revved Up for Office and Outlook 2007!

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

Unless you have been blissfully living under a rock at UNT during the past few months, you've heard the rumors and whispers, ".....GroupWise is going away....We are moving to Outlook 2007....Someone sent me an email with a Word 2007 attachment and I couldn't open it....." Well, don't be caught flat-footed. Use these dog days of summer to prepare yourself for Outlook and Office 2007 - beat the rush with a variety of resources here at UNT and beyond!

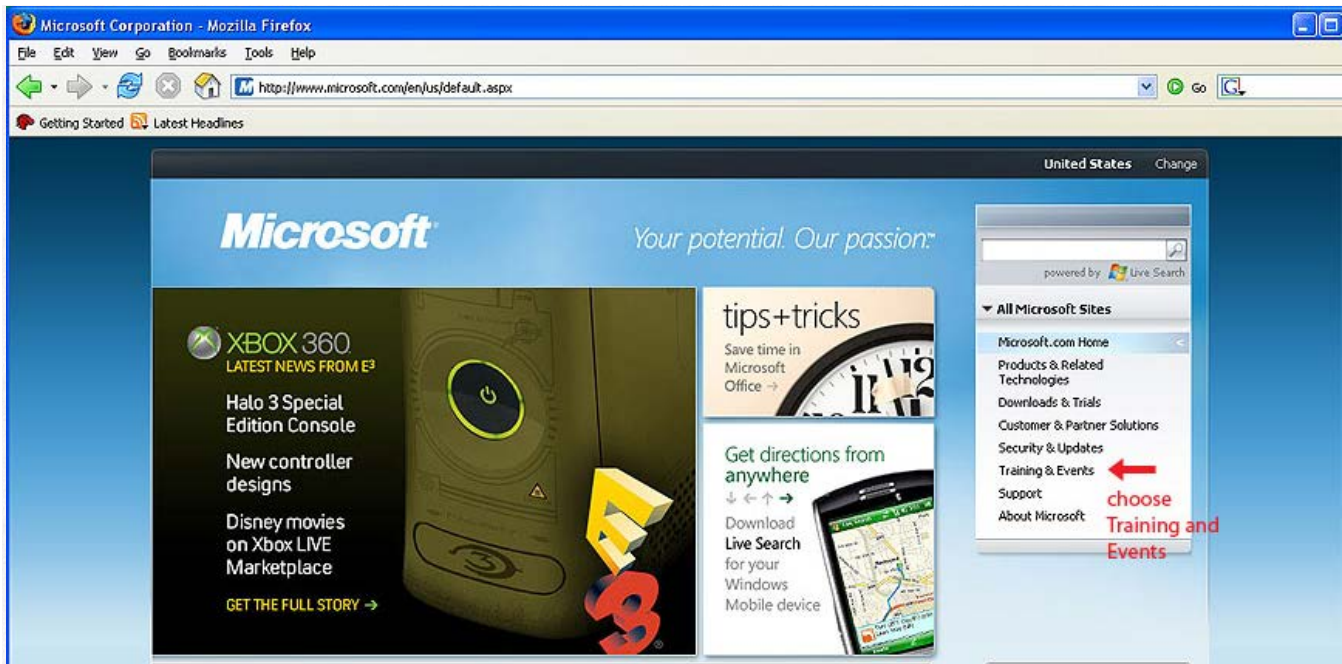
First of all, remember that UNT provides computer-based training from SkillSoft and our current site features several introductory courses in Office 2007 products. The most recent addition to the courses available is *Getting Started with Outlook 2007*:

The screenshot shows the SkillSoft website interface. At the top, there's a navigation bar with 'Home' and 'Catalog'. Below that is a search bar with the text 'SEARCH-and-LEARN™' and 'Search by keywords, title, or ID'. The search bar includes fields for 'Search for', 'Category' (set to 'All'), and 'Language' (set to 'English (All)'). A 'Search' button is to the right. On the left side, there's a 'Shortcuts' sidebar with links like 'My Plan', 'My Favorites', 'My Report', 'User Guide', 'Download Instructions', 'Making Time for Training', 'Technical Support', 'SkillPort Guided Tour', and 'Live Help'. On the right side, there's an 'Information' section listing several courses. The course 'Getting Started with Outlook 2007' is highlighted in a light blue box, and a red arrow points to it from the text 'Introductory course on Outlook 2007'.

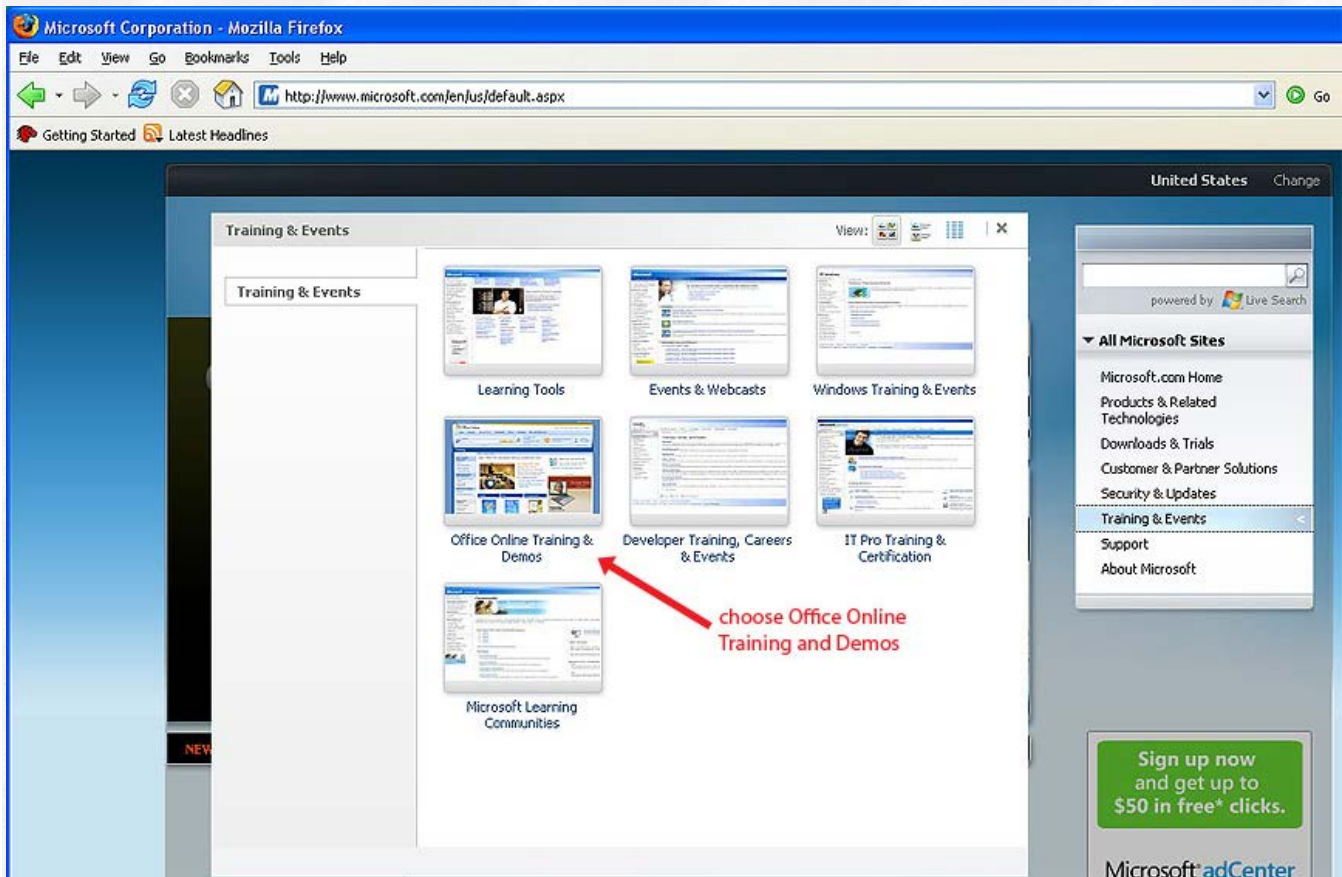
All Office 2007 courseware from SkillSoft including the new Outlook course is found in the Office 2007 Training portion of our UNT Curricula

All persons enrolled or hired at UNT prior to January 2006 already have a computer-based training account created and can log into the system right away. Newer students, staff, and faculty need to request an account from me at ehinkle@unt.edu. If you don't know about our SkillSoft computer-based training or need to review how to access this resource see the updated introductory article "[SkillPort Training Site Update](#)" in this issue.

Additionally, Microsoft itself provides some great **FREE** training online via their extensive website. This training is quite easy to access and use. First, go to the Microsoft main site at (where else?) <http://www.microsoft.com>. On the right hand selection menu choose **Training & Events**:



On the **Training & Events** page, choose **Office Online Training & Demos**:



There is lots of training to choose from! Microsoft has new and recommended courses highlighted at the top of the training page and then an extensive menu of Office 2007 and Office 2003 courses:

Training Home Page - Microsoft Office Online - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

http://office.microsoft.com/en-us/training/default.aspx

Getting Started Latest Headlines

United States (change)

Microsoft Office Online

Home Products Help and How-to Downloads Clip Art Templates Microsoft Office Live

Training Search Training Search

The Get-Started tab: New for 2007 versions of Word, Excel, and PowerPoint

Training

» Training Home

Home > Help and How-to

Self-paced training courses

Built by Request What's Hot Recommended

Keyboard shortcuts in the 2007 Office system

Get visual with SmartArt graphics

Get up to speed with the 2007 Office system

Browse 2007 Office System Courses

Access 2007 Excel 2007 Outlook 2007 PowerPoint 2007 Project 2007 SharePoint Server 2007 Visio 2007 Word 2007

Lots of training!

Browse Office 2003 Courses

Access 2003 Excel 2003 FrontPage 2003 InfoPath 2003 OneNote 2003 Outlook 2003 PowerPoint 2003 Project 2003 Publisher 2003 Visio 2003 Word 2003

Support and Feedback

Product Support Send Us Your Comments

Additional Resources

For Small Businesses Office Marketplace

Try or Buy Office

Quick

» Get » Re: » Sub » Dis bus

Using Outlook 2007 as an example, just click on the link and see a variety of courses to choose from. Previous users have rated these courses for you as to their effectiveness. You are also given a time frame of how long it will take to go through the course. As you can see, all of the courses are under an hour in length and most are under 30 minutes in length so they will not take very much time at all:

The screenshot shows the Microsoft Office Online Training page for Outlook 2007. The browser title is "Outlook 2007 - Training - Microsoft Office Online - Mozilla Firefox". The address bar shows the URL "http://office.microsoft.com/en-us/training/CR100654581033.aspx". The page features a navigation menu with "Home", "Products", "Help and How-to", "Downloads", "Clip Art", "Templates", and "Microsoft Office Live". A search bar is present for "Search Training". The main content area is titled "Outlook 2007 Courses" and displays a list of 11 courses. Each course entry includes a title, length, and a star rating with the number of votes. Red arrows point to the course list with the text "Lots and lots of training... and it is not too time-consuming!".

Course Title	Length	Rating (Stars)	Number of Votes
Up to speed with Outlook 2007	55 min	4.5	2721
Get out of your Inbox with Outlook 2007	50 min	4.5	1068
Calendar I: Outlook calendar basics	30 min	4.5	1758
Calendar II: See and use multiple calendars	20 min	4.5	1326
Outlook and RSS: Internet information delivered to your Mailbox	30 min	4.5	305
Up to speed with the 2007 Office system	30 min	4.5	2780
Send text messages from Outlook 2007 to a mobile phone New!	30 min	5.0	5
Create and use your own Electronic Business Card	30 min	4.5	585
Security I: How the 2007 Office system helps you to stay safer	20 min	4.0	704

The courses are quick and to-the-point with great screen shots and good, clear explanations. You can listen to the courses being read to you by turning on the audio (it is actually turned on by default) or you can turn off the audio and read through the courses page by page. On the left-hand side is a detailed table of contents:

What's changed and why

Getting Started Latest Headlines

Outlook 2007

Overview

What's changed and why

- Introducing the Ribbon
- A closer look at the Ribbon
- The Ribbon shows what you need
- There's more than meets the eye
- The Mini toolbar
- The Quick Access Toolbar
- Keyboard Shortcuts
- Know your options
- More about options
- More that's new: the To-Do Bar
- A new look for the calendar
- A new look for contacts
- Practice
- Test yourself

Find everyday commands in Outlook 2007

- Send and receive attachments and pictures
- Feedback
- Quick Reference Card

course table of contents

Audio playback controls

The Ribbon

Calendar

Contacts

To-Do Bar

AUDIO TEXT

It will read text to you or you can turn off the audio and just read the course yourself.

In Outlook 2007, the first time you create a new message (or open one you receive) you'll see the Ribbon. It's the band across the top of the window.

One of the most dramatic changes in Outlook, the Ribbon gives Outlook a new look. But as you get up to speed, you'll see that the change is more than visual — it's there to help you get things done more easily and with fewer steps.

And it doesn't end with the Ribbon. There's a lot more that's new to help you work faster and more efficiently. To name just a few of these things, there's the To-Do Bar, new navigation in the calendar, and a new format for contacts.

Note If you're looking for information about all of the new features in Outlook, or if you want to know more about the differences between earlier versions of Outlook and this version, take a look at the Quick Reference Card at the end of the course. We've listed some additional resources there.

Finally, if you are the type of person who likes really super-detailed explanations, user's manuals and so on...don't forget about the UNT Libraries' great online technical books resource **Safari**. A detailed discussion of Safari and how to use it is found at: <http://www.unt.edu/benchmarks/archives/2006/november06/librarycbt.htm>. Going to the Safari electronic source catalog and typing in an Office 2007 or Outlook 2007 search term will yield you all the online texts available for you to read. In the following example, I typed in **Word 2007** and came up with over 300 books dealing with that topic:

ProQuest Information and Learning - Search Results - Mozilla Firefox

http://proquest.safaribooksonline.com/search

Safari Books Online Search for books on Office 2007

HOME • LIBRARY • SAFARI LABS University of North Texas • Logout >

Search: Entire Site, All Content, My Bookshelf, word 2007 GO >

Advanced Search

Results by Category:

- Desktop Applications (66)
 - Office (20)
 - Excel (16)
 - Access (10)
 - More >
- Networking (48)
 - Cisco (16)
 - Security (7)
 - Telephony (6)
 - More >
- Programming (45)
 - Windows (7)
 - Java (5)
 - Visual Studio (5)
 - More >
- View All Categories >

Results by Content Type: Books: 318, Articles: 1

Define Sort Criteria: Results by Popularity, Results by Text Relevancy

View By Section, View By Book, Covers: Show/Hide

Results: 1 to 10 of 318 More Results >

Title	Content Type	Chapter/Section Title	Publisher	Insert Date	Pub. Date
1. Special Edition Using Microsoft® Office Word 2007 By Faithe Wempen, Nicholas Chase, Kathy Jacobs, Karen McCall, Joyce J. Nielsen, Patrick Schmid Slots: 1.0 Table of Contents	Book	1. Special Edition Using Microsoft® Office Word 2007 2. How Word 2007 Handles Pictures 3. Customizing Word 2007's Ribbon with RibbonX More...	Que	2006/11/11	2006/12/27
2. Word 2007: The Missing Manual By Chris Grover Slots: 1.0 Table of Contents	Book	1. Word 2007: The Missing Manual 2. Colophon 3. Word Help and Beyond More...	O'Reilly	2007/01/09	2006/12/01
3. Microsoft® Office Word 2007 On Demand By Steve Johnson - Perspection, Inc. Slots: 1.0 Table of Contents	Book	1. Microsoft® Office Word 2007 On Demand 2. Microsoft Office Word 2007 3. What's New More...	Que	2007/02/04	2007/02/13
4. Head First Object-Oriented Analysis and Design By David West, Gary Pollice, Brett McLaughlin	Book	1. Copyright	O'Reilly	2006/12/22	2006/11/01

Remember, if you need help in narrowing down your book selection, the UNT Library reference desk personnel are happy to help you in your choices.

So...no need to be worried about the technological updates and changes going on here at UNT - we have lots of training available to serve you online. Additionally, the Computing and Information Technology Center and your distributed areas should be offering classroom-based courses as well. In the meantime, get online and get going for the summer!

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search *Benchmarks Online* - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/>. Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)
[Campus Computing News](#)
[SkillPort Training Site Update](#)
[Summer Hours](#)
[Fry Street Fire Leaves Campus Powerless, Disconnected](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)

[Subscribe to Benchmarks Online](#)

SkillPort Training Site Update

This is an updated version of an [article](#) published in the March, 2007 issue of Benchmarks Online - Ed.

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

As we reported last [November](#), UNT has entered into a new contract with SkillSoft Learning Technologies and as a result, our CBT offerings on the SkillPort website have greatly expanded. The only place one needs to go for their online training at UNT now is the SkillPort site. That is because KnowledgeNet was purchased by SkillSoft and now all of their training is available at our SkillPort site too. I guess that SkillSoft is kind of like the Borg in that way!

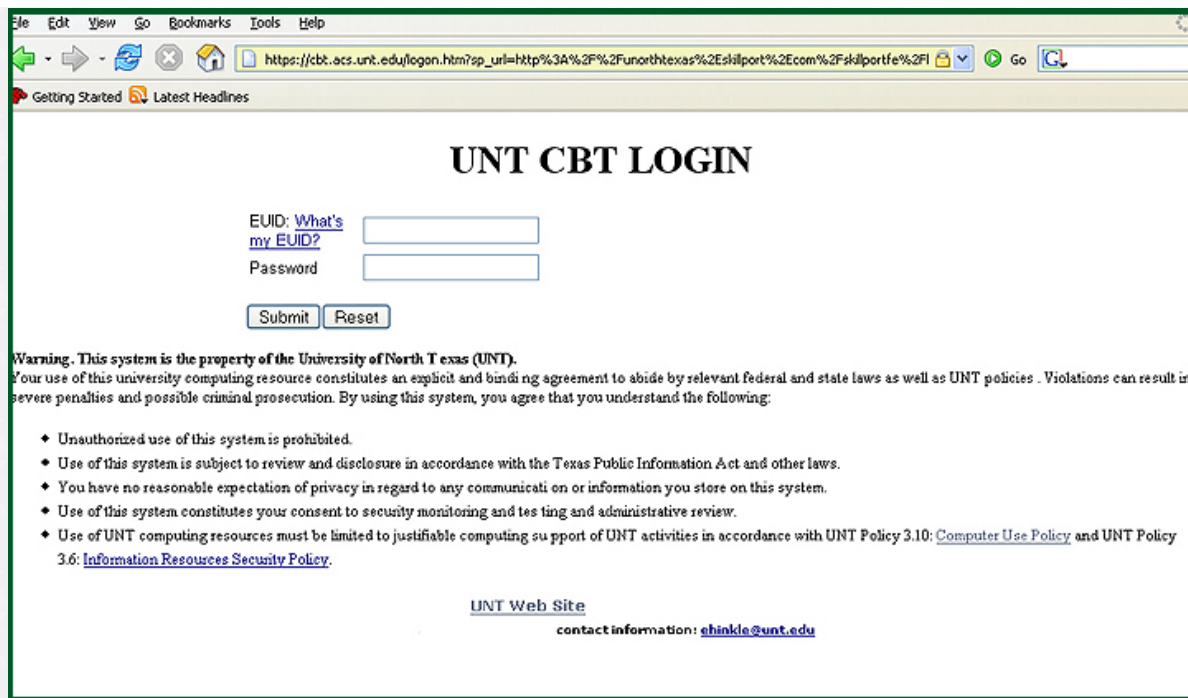
There is a variety of new training on the site including courses on the Windows Vista operating system and Office 2007. Several of the latest Windows server technologies are covered with even more training on Vista, all Windows server types, and Office 2007 scheduled for release by the fall. Additionally, we have a great many new courses in Human Resources and management-related areas as well as project management solutions.

When loading the current UNT curricula catalog, I only loaded the very latest training they had in the applications and developer tools that we all use the most. However, if you are using something more specific to your college or area (like Lotus Notes, for example), please let me know and I will post it for you immediately.

Users of the SkillPort website will be happy to know that there are no new instructions for accessing the courseware. The site looks exactly the same; there are simply more courses to choose from. Everyone should remember two things if they are accessing the SkillPort website for the FIRST time:

1. If you were hired/enrolled at UNT AFTER January 2006, you need to email me - ehinkle@unt.edu - to request a CBT account because we have stopped auto-loading new accounts into the online system (it was becoming too unwieldy to manage).
2. You should make sure that your computer is running the correct browser and java version for the SkillPort courseware. To see instructions on how and where to run this test, read <http://www.unt.edu/benchmarks/archives/2005/november05/skillport.htm>.

You can log in one of two ways, either at the old login screen: <https://cvt.acs.unt.edu/logon.htm> -- Log in with your EUID and password:



OR via the redesigned CBT website, <http://www.unt.edu/cbt/>, Log in with your EUID and password:

http://www.unt.edu/cbt/

Getting Started Latest Headlines

UNIVERSITY OF NORTH TEXAS® [Help](#) | [Contact](#)

COMPUTING and INFORMATION TECHNOLOGY CENTER
COMPUTER-BASED TRAINING

Search CBT

You can now just log in here!

CBT Home

Academic Computing Short Courses

GroupWise Training

Human Resources Training

Center for Distributed Learning

UNT Minicourses

Central Web Support Tutorials

Legacy Documents

CITC Home

Welcome to Computer-Based Training

This is the home of computer-based training at the University of North Texas.

Health Science Center Students, Faculty & Staff

Please note that HSC students, faculty and staff need to contact the [CBT administrator](#) for an online learning account. We apologize for the inconvenience.

Available Computer-Based Training

- [Microsoft ELearning](#) — installed training for faculty and staff on current Microsoft desktop and server operating systems and tools
- [Skillsoft](#) — online training for students, faculty and staff in human resources issues, Java, Linux and UNIX, Microsoft server technologies, Web design and development, Macromedia products, security issues and procedures, Oracle 10g Database technologies, Crystal Reports

Accessing Computer-Based Training

- [General information about logging in to Computer-Based Training](#)
- [Checking for browser compatibility with CBT products - NEW!](#)
- [How to install and use Microsoft ELearning on your computer](#)
- [Using the Adobe Education web site - newly revised!](#)
- [Using Skillport training newly revised - March 2007!](#)

Learn more about our computer-based training providers

- [Microsoft Elearning](#) — Microsoft Office and server training for faculty and staff only.
- [Adobe Education](#) — Education on Adobe products for students, faculty and staff.
- [Skillsoft](#) — Education on Oracle, Linux, Macromedia, security issues, and human resources issues for students, faculty and staff.

Log In To CBT

EUID:

Password:

Either way, after entering your EUID and password, click on the Login to SkillPort button (note: if for some reason, you do not have a pre-registered CBT account, you will get an error message after clicking this button. Just email me as instructed above, and I will make your account for you):

UNT CBT Selection

You are eligible to login to CBT.

Important Messages - please read before making selection:

You must now REQUEST an account on the Skillport and Knowledgenet systems. We are sorry for this inconvenience but the system load from auto-adding enterprise-wide updates has become too great with our increasing UNT population. Please send a request for a CBT system account to ehinkle@unt.edu with your EUID (NOT password!) and you will receive an account right away. Thank you for your patience.

Login to Skillport



Login to Skillport Web Accessible Site

People needing 508 Web Accessibility need to contact the system administrator at ehinkle@unt.edu for their unique password and special instructions before accessing the Skillport ADA site

[What is Web Accessibility?](#)

Please note that Skillport is only certified as compatible with Windows machines and the Internet Explorer 5.x-and-above browser. The Macromedia Flash plugin is also needed. Please make sure that you are accessing this learning resource using the Windows operating system and Internet Explorer

If you experience any problems entering Skillport please email [the CBT administrator](#)

Click on the Catalog header of the SkillPort homepage to access the UNT Curricula and click on the UNT curricula link to see all of the course catalog headings:

The screenshot shows the Skillssoft website interface. At the top, there is a header with the Skillssoft logo, a welcome message for Anna dated Mar 15 2007, and a logged-in time of 2:17 pm. Navigation links include Home, Catalog, Customize, Help, Site Map, and Log Out. Below the header is a search bar with the text "SEARCH-and-LEARN™" and "Search by keywords, title, or ID". The search bar includes a "Search for" input field, a "Category:" dropdown menu set to "All", and a "Language:" dropdown menu set to "English (All)". A "Search" button is located to the right of the search bar. On the left side, there is a "Shortcuts" menu with links to My Plan, My Favorites, My Report, User Guide, Download Instructions, Making Time for Training, Technical Support, SkillPort Guided Tour, and Live Help. Below the shortcuts is a "UNT CBT News" section with a placeholder for news content. The main content area is titled "Information" and contains a list of training courses. Each course entry includes a folder icon, the course name, and a link to "Add to My Plan". The courses listed are: Human Resources Training, Linux / UNIX Training, Macromedia Training - Dreamweaver, Security Training, Website Development Training, Java Training, Project Management Training, Office 2007 Training, Office 2003 Training, Office XP Training, Internet Explorer 6 Training, Windows XP Operating System Training, Crystal Reports Training, PDA Training, Windows Vista Operating System Training, Oracle Training (9i, 10g, 11i), Microsoft SQL Server 2005, Datacomm Training, Data/Telecom Training, Microsoft 2003/2004 Server Training, Microsoft .NET Developer Training, Microsoft C# Developer Training, Microsoft VBScript Developer Training, Software Development General Principles, and Adobe Training. Red arrows point to the "Catalog" link in the top navigation, the "My Assignment >> UNT Curricula >>" link, and the "Linux / UNIX Training" course entry. A red text label "links to training" is positioned near the arrows pointing to the course entries.

Pick a course you would like to play once you get down to the course listings:

Welcome Anna, Mar 15 2007, Logged In: 2:17 pm

Customize Help Site Map Log Out

Home Catalog

SEARCH-and-LEARN™ Search Tips

UNIVERSITY of NORTH TEXAS

Search by keywords, title, or ID

Search for: Category: All Language: English (All) Search

Shortcuts

- My Plan
- My Favorites
- My Report
- User Guide
- Download Instructions
- Making Time for Training
- Technical Support
- SkillPort Guided Tour
- Live Help

Information

My Assignment >> UNT Curricula >> Office 2007 Training

- New Features for End Users in Microsoft Office 2007
- Microsoft Office Excel, PowerPoint, and Outlook 2007
- Microsoft Access 2007 and Microsoft Publisher 2007
- Sharing and Collaboration in Microsoft Office Enterprise 2007

pick a course

UNT CBT News

Choose to play the course or bookmark it for later training. It is not recommended that you download the course unless you have a very slow internet connection; the courses run much better from the website:

Skills^oft Welcome Anna, Mar 15 2007, Logged In: 2:17 pm
[Customize](#) [Help](#) [Site Map](#) [Log Out](#)

Home Catalog

SEARCH-and-LEARN™ [Search Tips](#)

Search by keywords, title, or ID

Search for: Category: Language:

Shortcuts

- [My Plan](#)
- [My Favorites](#)
- [My Report](#)
- [User Guide](#)
- [Download Instructions](#)
- [Making Time for Training](#)
- [Technical Support](#)
- [SkillPort Guided Tour](#)
- [Live Help](#)

UNT CBT News

We have all new courses!

Information

New Features for End Users in Microsoft Office 2007

← Choose to play or bookmark for yourself later.

←

Overview/Description

To recognize the new features for end users in Microsoft Office 2007

Target Audience

Previous Microsoft Office users, including business customers and individual Office users who plan on upgrading to Office 2007, will be candidates for this training.

Expected Duration

80 Minutes

Lesson Objectives

New Features for End Users in Microsoft Office 2007

- ◆ recognize how to perform common tasks using Microsoft Office 2007.
- ◆ recognize how to use the key components of Office 2007's new interface.
- ◆ use Microsoft Office 2007 to perform common tasks.
- ◆ recognize the new features in Word 2007.
- ◆ use Word 2007 to complete common tasks.

ID: 239866_eng

Once the course loads, you have several options: take a test to see how much you already know, play the entire course from the beginning, or select a particular chapter:

http://library.skillport.com - SkillSoft Course Player - Mozilla Firefox

SkillsSoft Exit Help

New Features for End Users in Microsoft Office 2007 Course Menu

Goal: To recognize the new features for end users in Microsoft Office 2007 **Course Score:** ---

To start the course from the beginning, select the Begin Course button.
To begin a topic or test, select any active topic or test link.

	Type	Status	Current Score	Take Course Test
Microsoft Office 2007's New Interface				
Performing Common Tasks in Microsoft Office 2007	Instruction	<input type="radio"/>	---	Take Test
Key Components of Microsoft Office 2007's New Interface	Instruction	<input type="radio"/>	---	Take Test
Using Microsoft Office 2007's New Interface	Software Simulation	<input type="radio"/>	N/A	Take Test
New Features in Microsoft Office Word 2007				
New Features in Word 2007	Instruction	<input type="radio"/>	---	Take Test
Using New Features in Word 2007	Software Simulation	<input type="radio"/>	N/A	Take Test

Choose to just begin the course, take a test from the course, or select a particular chapter.

Done

Begin Course

Another easy way to find training on a topic quickly is to simply search the site for your particular learning issue. SkillPort will return links to sections of all its courseware in order of relevance to your needs (I use this all the time to 'spot train' on a narrow issue):

The screenshot displays the Skillssoft SkillPort interface. At the top, the Skillssoft logo is on the left, and the user is logged in as Anna on Mar 15, 2007, at 2:17 pm. Navigation links for 'Customize', 'Help', 'Site Map', and 'Log Out' are visible. The main search area is titled 'SEARCH-and-LEARN' and includes a search bar with 'Debian' entered, a 'Category' dropdown set to 'All', and a 'Language' dropdown set to 'English (All)'. A red arrow points to the search bar. Below the search bar, the results are displayed under the heading 'You searched for: Debian in All Categories.' Two courses are listed: 'Debian and Red Hat Package Management' and 'Linux Hardware Configuration and System Maintenance', both with brief descriptions. Below the courses, sections for 'Simulations', 'Test Prep Exams', 'Mentoring', 'SkillBriefs', and 'Job Aids' all show 'No items found.' The left sidebar contains a 'Shortcuts' section with links like 'My Plan', 'My Favorites', and 'My Report', and a 'UNT CBT News' section. Red arrows point to the 'My Report' and 'My Favorites' links.

Our SkillPort offerings include training that can be used for your current job or for staff development. Simulations and mock tests for a variety of certifications are also available to you. Just in case you want to browse the several hundred titles I have already pre-loaded into the system for easy access, you can view this [44-page-and-growing-PDF here](#).

For any questions about SkillPort or other online training, please email ehinkle@unt.edu.

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search *Benchmarks Online* - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)
[Campus Computing News](#)
[SkillPort Training Site Update](#)
[Summer Hours](#)
[Fry Street Fire Leaves Campus Powerless, Disconnected](#)
[InHouse Series on Information Security](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Summer Hours

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

The spring semester ended and [SUM, 3WK1, 8WK1](#) classes* began on Monday, May 14. Following are the hours for Computing and Information Technology Center-managed facilities during this time period and, in some cases, the summer. The [Helpdesk](#) plans, at this point, to be open their normal hours. The Fall Semester begins August 27.

Following are the hours for Computing and Information Technology Center-managed facilities during the break. See [Summer hours now in effect for many campus services](#) for information about altered hours for other campus facilities.

The ACS General Access/Adaptive Lab ([ISB 110](#)):

June 4 - August 10:

Sunday: 1 p.m. - 10 p.m.
Monday-Friday: 8 a.m. - 10 p.m.
Saturday: 10 a.m. - 9 p.m.

Hours for Other Campus Facilities

General Access Labs

[WILLIS](#):

Retain 24 hour schedule

[SLIS](#):

Sunday: Noon - Midnight
Monday - Thursday: 10 a.m. - 2 a.m.
Friday & Saturday: 8 a.m. - 10:00 p.m.

[MUSIC](#):

5WK1 & 5WK2 (June 4 - August 10):

Monday - Thursday: 8 a.m. - 9 p.m.
Friday: 8 a.m. - 5 p.m.
Saturday: 10 a.m. - 5 p.m.
Sunday: 1 p.m. - 8 p.m.

[PACS Computing Center](#) (formerly

May 14 - Aug 10:

SCS & SMHM):
Monday - Thursday: 8 a.m. - 10 p.m.
Friday - Saturday: 8 a.m. - 5 p.m.
Sunday: Noon - 10 p.m.

SOVA:

June 4 - August 10:

Monday-Thursday: 8 a.m.- 10 p.m.
Friday: 8 a.m. - 5 p. m.
Saturday: 10 a.m. - 5 p.m.
Sunday: Noon - 8 pm.

COE:

May 14 - Aug 10:

Monday- Thursday: 7 a.m. - Midnight
Friday: 7 a.m. - 5 p.m.
Saturday: Noon-8 p.m.
Sunday: **Closed**

COBA:

May 14 - Aug 10:

Monday - Thursday: 8 a.m. - 7:50 p.m.
Friday - Saturday: 8 a.m. - 7:50 p.m.
Sunday: Noon - 7:50 p.m.

CAS:

5WK1 & 5WK2 (June 4 - August 10):

GAB 330:

Monday-Thursday: 8 a.m. - Midnight
Friday: 8 a.m. - 5 p.m.
Saturday: Noon - 8 p.m.
Sunday: Noon - Midnight
Wednesday, July 4 (Independence Day): **Open**
Friday August 10: **Close 5 p.m.**

GAB 550: Closed

Terrill Hall 220:

Monday-Thursday: 8 a.m. - 8 p.m.
Friday: 8 a.m. - 5 p.m.
Saturday, Sunday: **Closed**

Wednesday, July 4 (Independence Day): **Closed**<
Friday August 10: **Close 5 p.m.**

Wooten Hall 120:

Monday-Thursday: 8 a.m. - 10 p.m.
Friday: 8 a.m. - 5 p.m.
Saturday, Sunday: **Closed**

Wednesday, July 4 (Independence Day): **Closed**

Friday August 10: **Close** 5 p.m.

UNT [Dallas Campus](#) - 155A Monday - Thursday: 7 a.m. - 10 p.m.
Friday: 7 a.m. - 6 p.m.
Saturday: 8 a.m. - 5 p.m.
Sunday: **Closed**

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

Beginning Monday, June 4:
Monday- Friday: 9 a.m. - 6 p.m.

* Terminology and schedules for classes offered in the summer has changed in recent years:

SUMMER=Entire Summer Session, 3WK1 = 3-week 1, 8WK1=8-week 1, 5WK1= 5-week 1, 10WK1= 10-week, 5WK2= 5-week 2. All summer sessions end on August 10 [this year](#).

- Summer Session 3W1: formerly May Minimester
- Summer Session 5W1: formerly Summer I
- Summer Session 5W2: formerly Summer II.

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search **Benchmarks Online** - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)
[Campus
Computing
News](#)
[SkillPort
Training Site
Update](#)
[Summer Hours](#)
[Fry Street Fire
Leaves Campus
Powerless,
Disconnected](#)
[InHouse Series
on Information
Security](#)
[Today's
Cartoon](#)
[RSS Matters](#)
[The Network
Connection](#)
[Link of the
Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to
Benchmarks
Online](#)

Fry Street Fire Leaves Campus Powerless, Disconnected*

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

The fate of Fry Street has been a major concern for [many people](#) in the Denton area recently, particularly those associated with UNT. It is doubtful that anyone dreamed, however, that Fry Street's fate would involve a major fire. A fire that not only brought down a Denton [landmark](#) but left parts of the UNT campus without power, voice and data communications for at least part of the day on June 28.

According to CR Chevli, Manager of the CITC Data Communications Group, a good portion of the main campus lost power around midnight on June 27 when a fire gutted what was left of the Tomato Pizza restaurant, then in the process of being demolished. Fiber cable was burned at two locations causing the connection between the main campus and the Research Park to be destroyed. Charter had to install a new fiber cable and splice it at two locations to restore the service. Similarly, Verizon had to install new phone cables, and city workers had to reconnect and/or replace power lines that had burned during the fire.

CITC's [Patrick McLeod](#) was on the scene and provided these photographs for us:



The Tomato Before

For historical posterity, taken from the corner of Fry St. and West Oak.



Taken during the fire, looking north down Avenue A from the edge of campus toward the Tomato.



Taken the day after the fire, looking down West Hickory toward the

Fry St./Avenue A intersection. Note the work crews.

McLeod, who is a Research and Statistical Computing consultant in Academic Computing and User Services, also provided the photo on the [index page](#) of this issue of *Benchmarks Online*. That photo was taken two days after the demolition began, from the same location as the first picture on this page, the corner of Fry St. and West Oak.

* This article continues the *Benchmarks* tradition of documenting natural -- and un-natural -- disasters that affect the campus computing community. For a blast from the past take a look at [this](#), from February 1985.

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search **Benchmarks Online** - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)
[Campus
Computing
News](#)
[SkillPort
Training Site
Update](#)
[Summer Hours](#)
[Fry Street Fire
Leaves Campus
Powerless,
Disconnected](#)
[InHouse Series
on Information
Security](#)
[Today's
Cartoon](#)
[RSS Matters](#)
[The Network
Connection](#)
[Link of the
Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to
Benchmarks
Online](#)

InHouse Series on Information Security

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

InHouse, UNT's faculty/staff online newsletter, has been running a series of articles on information security recently. They don't have any new articles so far this month, but you can see all that have been run so far [here](#).

Let's hope the virus writers out there aren't working overtime this month, because this is the 25th anniversary of the computer virus. Really. And, as Richard Ford and Eugene H. Spafford write in their article "[Happy Birthday, Dear Viruses](#)":

There is one basic fact in security: The more functionality, the more opportunities a developer has to make a mistake. The simple truth is that modern computers are anything but simple--their increasing complexity is driven by consumers' thirst for functionality. Furthermore, computers are almost ubiquitous: For most people, the cell phones in their pockets are as much computers as are their laptops. Virulent cell-to-cell malware is not far off; researchers have already seen some limited "proof of concept" efforts. Personal digital assistants, music players, "smart" appliances, and more are all increasingly making use of available connectivity. Consumers and producers alike need to understand that more functionality means more risk. Unfortunately, no change is likely in the near term, and vendors will continue to add poorly thought-out code to their products.

Despite the best efforts of researchers, malware is not going to vanish any time soon. Computers are extremely difficult to secure, and humans are often the weakest link. For example, in one hoax users were encouraged to delete a particular file from their computers. Many users did exactly that and carefully followed the instructions to forward the warning message to all their friends. The file they deleted was critical to the system; the "virus" was executing in their minds. There is no obvious "fix" for human nature--that has not changed in many hundreds of years. Because of this, it seems likely that in another 25 years time, we will all be lifting our glasses to (or because of) malware once again.

See "[A History of Viruses](#)" for more fun facts.

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search **Benchmarks Online** - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to

benchmarks@unt.edu

[Return to top](#)

[Page One](#)

[Campus Computing News](#)

[SkillPort Training Site Update](#)

[Summer Hours](#)

[Fry Street Fire Leaves Campus Powerless, Disconnected](#)

[InHouse Series on Information Security](#)

[Today's Cartoon](#)

[RSS Matters](#)

[The Network Connection](#)

[Link of the Month](#)

[Helpdesk FYI](#)

[Short Courses](#)

[IRC News](#)

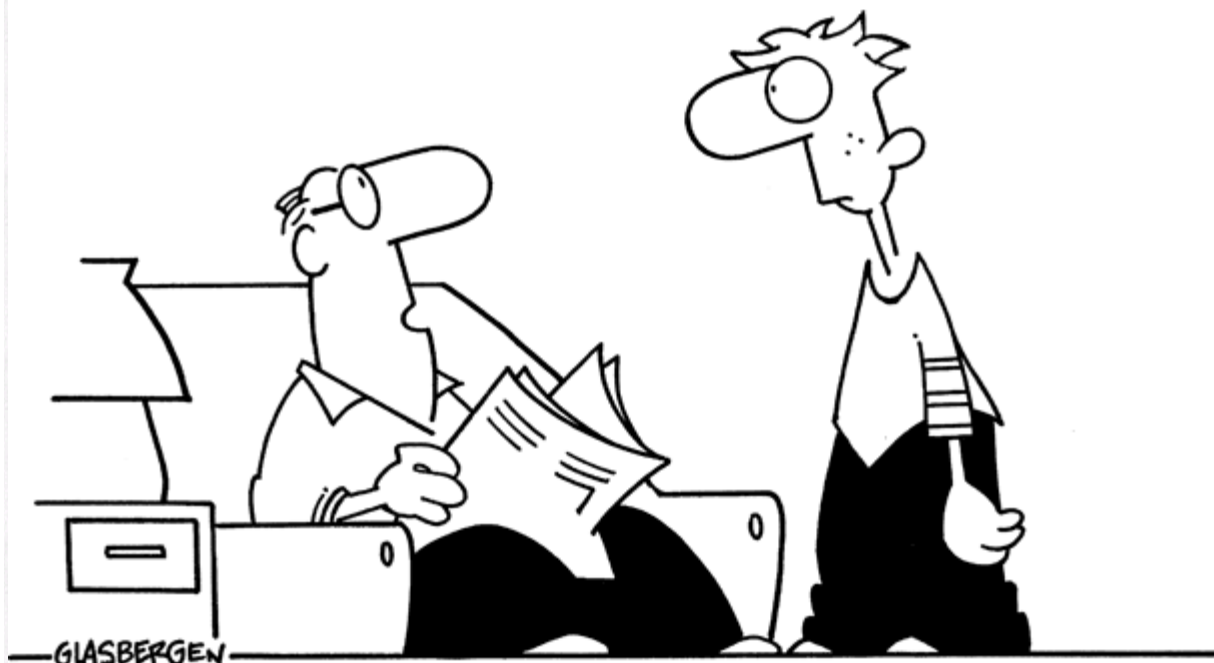
[Staff Activities](#)

[Subscribe to Benchmarks Online](#)

maincontent

TODAY'S CARTOON

Copyright 2006 by Randy Glasbergen.
www.glasbergen.com



"YOUR MOTHER AND I FOUND OUT YOU'VE BEEN BLOGGING. WE DON'T KNOW WHAT THAT MEANS, BUT WE'D LIKE YOU TO STOP."

From "Today's Cartoon by Randy Glasbergen", posted with special permission. For many more cartoons, please visit www.glasbergen.com.

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search *Benchmarks Online* - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)

[Campus Computing News](#)

[SkillPort Training Site Update](#)

[Summer Hours](#)

[Fry Street Fire Leaves Campus Powerless, Disconnected](#)

[InHouse Series on Information Security](#)

[Today's Cartoon](#)

[RSS Matters](#)

[The Network Connection](#)

[Link of the Month](#)

[Helpdesk FYI](#)

[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:

- [By the Numbers](#) - Not really a column, but a new feature, giving you a glimpse behind the scenes of the volumes of data, spam, etc. processed, managed, and otherwise handled here at UNT.
- [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. Rich Herrington answers the question "How Long Should My Data Analysis Take?"**
- [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 exclaims "It's a Bird, It's a Plane, No its..." What on earth could he be talking about? Click on the Network Connection link above and find out.

- [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's link is "UNTeCampus." Click on the link above and check it out.**
- [Helpdesk FYI](#) - A new monthly feature from the CITC Helpdesk. Each month they will tackle a topic that has been of particular interest to callers/visitors to the Helpdesk. **This month Richard Sanzone tells you all about "GroupWise Spam Control Features." Check them out!**
- [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.

Short courses are over for the summer. If you have a group that needs a specific class before the fall semester begins, it may be possible to arrange a special class. Click on the link above for more information.

- [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 minutes for May 15, 2007 are available 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.

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search *Benchmarks Online* - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)
[Campus Computing](#)
[SkillPort Training Site Update](#)
[Summer Hours](#)
[Fry Street Fire Leaves Campus Powerless, Disconnected](#)
[InHouse Series on Information Security](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Network Connection

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

It's a Bird, It's a Plane, No its ...

It's week three of the iPhone era and things spotted [flying](#) through the air might be old dumb cell phones that have been supplanted by the new super phone from Apple, known to the public as the mild-mannered [iPhone](#). Perhaps there are still a few regular-old cell phones out there, but Apple [reportedly](#) did sell over 500,000 of the devices over the first three days after its release on June 29. The question still remains, however, whether the iPhone inherits the legacy of the iPod, or of the [Newton](#).

One thing is obvious. The iPhone represents another step in the direction of device [convergence](#). Is the iPhone a phone with WiFi Internet access or a WiFi Internet access device with a phone? Is it a PDA with a phone or a phone with a camera? From what I've observed, based on limited interaction with the iPhone, is that the most desirable way to access the Internet is via WiFi, and it is a really useful portable Internet device. So, it's not surprising that from day one, some people have been "[hacking](#)" the iPhone in attempts to make its WiFi and non-phone applications work without activation of an AT&T service plan. This has been taken on as a [project](#) by some, apparently [accomplished](#) by others, and [documented](#) elsewhere.

It's good that the iPhone is a handy WiFi device, because Cingular/AT&T wireless services has for some time been considered the generally [worst](#) cellular service available, or at least, not the [best](#). AT&T seems to have a technology disadvantage for true wireless convergence. There are basically two kinds of cell phone technologies used in the U.S. AT&T and T-Mobile use the [GSM](#) standard which is widely employed in Europe and other areas outside the U.S. Verizon and Sprint PCS employ the [CDMA](#) standard. Both support data networking via their cellular networks. The [EDGE](#) standard used on GSM cellular networks like AT&T supports data transfer rates up to about 250 kilobits per second. That's about 4 times slower than the CDMA [EVDO](#) standard supports on networks such as Sprint PCS or Verizon. EDGE is about 40 times slower than your average [802.11b](#) WiFi network.

So, if you ignore the cool user interface features of the iPhone, like the automatic screen orientation and the fingertip controls and the high-quality graphics and the built-in iPod capability, do you need a phone at all? Nokia, ironically enough, doesn't think so (at least in one case.) The well-known cell phone manufacturer has produced an Internet tablet named the [N800](#) that is a WiFi Internet access device that runs Linux as its operating system. The N800 features an 800X480 (single orientation) touch-sensitive screen with an on-screen keyboard. Unlike the iPhone, the N800 comes with two SD card slots, but with only 256 MB of storage (the iPhone features 4GB or 8GB of storage.) Unlike the iPhone, the N800 will run Flash and features a full suite of Linux-native applications.

So now the question is, if your Internet tablet that is slightly larger than your Internet phone can run a [VOIP](#) application like [Skype](#), how soon until you don't need cellular service at all? That would depend upon how soon WiFi is as ubiquitous as cellular service. The City of San Francisco has planned a ubiquitous WiFi network, however, their public geekyness seems to [butting up](#) against their radical greenness. Cellular providers are apparently nervous about competition as seen by AT&T's [reaction](#) to a proposal that the upcoming 700 MHz spectrum auction (left over when TV broadcast all move to [HD](#)) carry with it an "open access" clause allowing services other than cellular to use the spectrum.

Free or even for-pay WiFi is not ubiquitous (if you don't count the open access points found in apartment complexes.) Someday, however, there **will** be a [Starbucks](#) on every corner and that problem will be solved. Until then, it would be handy to have cellular data service. But, will the excellent WiFi performance of the iPhone actually cause people to talk less on their cell phones? I wonder if AT&T has an answer to that question?

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search **Benchmarks Online** - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)

[Campus Computing News](#)

[SkillPort Training Site Update](#)

[Summer Hours](#)

[Fry Street Fire Leaves Campus Powerless, Disconnected](#)

[InHouse Series on Information Security](#)

[Today's Cartoon](#)

[RSS Matters](#)

[The Network Connection](#)

Link of the Month

[Helpdesk FYI](#)

[Short Courses](#)

[IRC News](#)

[Staff Activities](#)

[Subscribe to Benchmarks Online](#)

Link of the Month

Each month we highlight an online mailing list or website. Frequently the link is associated with UNT.

UNTeCampus: Your Guide to Online and Videoconference Course Information



Bringing Education Closer to Home

Are you a night owl? Do you need to take classes at times they aren't offered? For those reasons and many more, UNTeCampus may be the place for you. UNTeCampus also offers some online degree and certificate programs. Check it out: <http://www.untecampus.com/>

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search **Benchmarks Online** - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)
[Campus Computing](#)
[SkillPort Training Site Update](#)
[Summer Hours](#)
[Fry Street Fire Leaves Campus Powerless, Disconnected](#)
[InHouse Series on Information Security](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Helpdesk FYI

By [Richard Sanzone](#), CITC Helpdesk Manager

GroupWise Spam Control Features

Although we're moving from GroupWise to [Microsoft Outlook](#), until that move occurs, dealing with spam in GroupWise is still a fact of life. Are you tired of getting spam in your GroupWise Inbox? Would you like to automatically sort incoming mail into different folders? We'll walk through creating filtering rules for two common scenarios:

1. You would like all email from UNT GW Directory to go into your GW Directory folder instead of your inbox.

To create the Folder:

- o In your GroupWise client, open the Edit menu and click Folders.
- o Click the New button.
- o Check Personal Folder and click the Next button.
- o Type GW Directory as the name of the folder.
- o Click the Next button.
- o Click the Finish button.

To create the Rule:

- o In your GroupWise client, open the Tools menu and click Rules.
- o Click the New button to create a new filtering rule.
- o Type in an appropriate Rule name, such as "GW Directory".
- o Check the box to indicate that this rule is to be applied when new items are received.
- o Click the Define Conditions button.
- o Select "From" in the drop down menu on the left.
- o Type "UNT GW Directory" in the text field.
- o Click the OK button.
- o Click the Add Action button at the bottom.
- o Select "Move to Folder" from the drop down menu.
- o Check the box next to the GW Directory folder.
- o Click Move.
- o Click Save.

New messages received from UNT GW Directory will now automatically go into your GW Directory folder instead of your inbox.

2. You would like all email that contains the phrase "refinance your mortgage" in the Subject line to automatically go to the Trash instead of your inbox.

- In your GroupWise client, open the Tools menu and click Rules.
- Click the New button to create a new filtering rule.
- Type in an appropriate Rule name, such as "mortgage".
- Check the box to indicate that this rule is to be applied when new items are received.
- Click the Define Conditions button.
- Select "Subject" in the drop down menu on the left.
- Type "refinance your mortgage" in the text field.
- Click the OK button.
- Click the Add Action button at the bottom.
- Select "Delete/Decline" from the drop down menu.
- Leave the Comment field blank and click the OK button.
- Click Save.

New messages received from with "refinance your mortgage" will now automatically go into your Trash folder instead of your inbox.

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search **Benchmarks Online** - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)
[Campus Computing News](#)
[SkillPort Training Site Update](#)
[Summer Hours](#)
[Fry Street Fire Leaves Campus Powerless, Disconnected](#)
[InHouse Series on Information Security](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

IRC News



Minutes provided by Sue Ellen Richey,
Recording Secretary*

May 15, 2007

VOTING MEMBERS PRESENT: MAURICE LEATHERBURY (for PHILIP TURNER), CHAIR, PATRICK PLUSCHT, TIM CHRISTIAN, ELIZABETH HINKLE-TURNER, DON BUTLER (for JOHN HOOPER), UWE ROSSBACH, LOU ANN BRADLEY, JUDITH ADKISON, BRUCE HUNTER, ROBERT NIMOCKS, JIM CURRY, SCOTT WINDHAM, DON GROSE **NON-VOTING MEMBERS PRESENT:** JOE ADAMO, CHARLES ANDREWS, PHILIP BACZEWSKI, SUE ELLEN RICHEY (Recording Secretary) **MEMBERS ABSENT:** RAMU MUTHIAH, SARA WILSON MCKAY, MARGARET AMBUEHL, CHRISTY CRUTSINGER, JOHN PRICE, CENGIZ CAPAN, GUILLERMO OYARCE, STEVEN KING, GINNY ANDERSON, JON NELSON, RAY BANKS, BOBBY CARTER, ABRAHAM JOHN **GUESTS PRESENT:** JIM BYFORD, CHARLOTTE RUSSELL, KEITHA ROBERTSON

The minutes of the April 17, 2007 meeting were approved as distributed.

Distributed Computing Support Management Team**

Philip Baczewski reported for the Distributed Computing Support Management Team that DCSMT has met twice since the last IRC meeting. On April 20, Glenn Thorpe of the CITC security team, reported that scanning was underway for the web sites registered via the UNT Website Registration Service (<https://web3.unt.edu/siteregistration/>). Scanning had been in progress for 8 weeks and approximately one half of the registered web sites had been scanned. Tim Christian, at the request of the DCSMT chair, relayed a status update regarding the Microsoft Active Directory and Exchange migration project. DCSMT discussed the proposed new standard naming convention for top-level aliases (firstname.lastname@unt.edu) and to what extent users should be required or encouraged to adopt the new convention. It was expressed that the adoption of a standard should be a University-wide decision and should possibly be deliberated by the IRC.

DCSMT met again on May 4. Charlotte Russell reported on issues related to timely IT Systems access revocation and outlined a procedure for departments to submit notification of changes in employment status and for system administrators to remove access as appropriate. She asked DCSMT to provide feedback in regard to the nature of the reporting required to support access revocation for the systems they manage. Patrick Pluscht introduced Estellita Young of Wimba, Inc. who gave a demo of the Wimba live classroom service. The DCSMT chair gave a status report on the Microsoft Active Directory and Exchange migration project. Uwe Rossbach announced that a meeting would be held to develop common procedures for deploying the Outlook 2007 client on desktop workstations on campus.

There was some discussion about the proposed naming convention for email addresses and it

was noted that DIR has guidelines that recommend that the proposed naming convention be used. Uwe Rossbach suggested that faculty not be required to follow the proposed naming convention. Philip Baczewski pointed out that according to the DCSMT proposal, people would continue using their current email address until such time as they chose to change it, and new employees would be required to use the proposed naming convention when they first receive an email address. There seemed to be a consensus that there not be a required naming convention established at this time, and the issue was tabled until next Fall.

Uwe Rossbach asked if the Active Directory conversion project would mean getting rid of Mail Host. Charlotte Russell responded by saying that Mail Host is a cluster system so she didn't think the new system would replace the Mail Host servers. Philip Baczewski added that Mail Host serves Eagle Mail as well as others, so he believed it would be around for a while.

Learning Enhancement Planning Group

Patrick Pluscht reported for the Learning Enhancement Planning Group that they met last Thursday and discussed the progress so far in the review of the four demonstrations of Angel, Desire to Learn, Sakai and Vista. Patrick will share the meeting notes with the IRC Recording Secretary, who will send them out to IRC members. Uwe Rossbach asked if Patrick thought there were any front-runners, at this point. Patrick said that some people liked one product better than another but there was no consensus about any one of them. Patrick explained that they looked at only four products because there were only four that met their basic criteria. In further discussion, Patrick pointed out that the committee will be talking to other institutions who have used WebCT's new product before considering that choice, or any other, as well. In response to a question about cost, Patrick said that Sakai has a fee of around \$10,000; others between \$100,000 and \$125,000, and WebCT's cost would be \$182,000 to renew the current contract. There was discussion about how online courses create higher enrollment numbers and Patrick said he would share the 2006 Spring statistics with the IRC.

EIS Planning Group

Don Butler reported for the EIS Planning Group that the Learning Solutions upgrade is ahead of schedule; it was supposed to be complete by June 4 but was completed on May 15. They have gone live on CRM already. Don reported that PeopleSoft has made no plans to certify IE7 with Version 8.1. When a later version of Tools is available in November, Learning Solutions will become certified.

Standards & Policy Planning Group

Tim Christian reported for the Standards & Policy Planning Group that they had made quite a few changes to the Computer Use Policy, and had found that there were some duplications of other policies so recommended that the policy approval be tabled until more research could be done. The IRC members agreed to table this issue.

Joe Adamo reported that as a result of the Virginia Tech incident, UNT is looking into its emergency notification systems and procedures. A committee has been formed, chaired by Police Chief Deter, to look at available systems and procedures in place today as well as see how it can be improved. They will be gathering information on requirements and looking at various methods of notification. This committee will also be responsible for deciding what constitutes an emergency, and will write policies and procedures.

There being no further business, the meeting was adjourned at 3:00 p.m.

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

**DCSMT Minutes can be found [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. The schedule can be found [here](#). All meetings of the IRC, its program groups, and other committees, are open to all faculty, staff, and students.

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search **Benchmarks Online** - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/>
Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)
[Campus
Computing
News](#)
[SkillPort
Training Site
Update](#)
[Summer Hours](#)
[Fry Street Fire
Leaves Campus
Powerless,
Disconnected](#)
[InHouse Series
on Information
Security](#)
[Today's
Cartoon](#)
RSS Matters
[The Network
Connection](#)
[Link of the
Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to
Benchmarks
Online](#)

Research and Statistical Support University of North Texas

RSS Matters

You can link to the last RSS article here: [R Techniques: Summarizing Data By Grouping Variables](#) - Ed.

How Long Should My Data Analysis Take?

By [Dr. Rich Herrington](#), Academic Computing and User Services, CITC

These thoughts (disclaimer at the bottom of this column*) are motivated by the "quick-fix", "take the shortcut" mentality that I am seemingly surrounded with on a day-to-day basis....this was a real question posed to me:

The comment:

I was told by 'so-and-so' that it should take no more than two hours to clean, and 'run' my data. What do you think?

My long reply to the student:

Yes, two hours is a reasonable estimate of how long it might take to finish your data modeling/analysis project IF ONE WERE TO:

1) IGNORE checking assumptions of the parametric model(s) being generated, and ignore any steps necessary to "correct" for those problems found (e.g. normality of residuals, issues of heteroscedasticity, lack of independence in observations - most people completely ignore this last item (independence)...that is looking for the presence of clustering (e.g. presence of a "significant" intra-class correlation)...in other words, effects due to undetected or unrecognized clustering (lack of random samples). While some may feel this is unnecessary, it is completely clear that violations of this assumption are devastating for model validity (one might even think of this lack of independence as a model mis-specification).

2) Along the lines of 1), IGNORE any issues with bias generated due to missing values and the pattern of missingness that might be present. Many people incorrectly model missing values because they assume (in an unthinking way) "missing completely at random" (MCAR). MCAR is not usually a reasonable condition that can be met with confidence. Even so, one would like to know how that missing-ness is presenting itself in the observed

data (e.g. numeric or graphical displays that depict patterns of missing-ness are very helpful here).

- 3) NOT validate any of the fitted models after estimation (e.g. cross-validation; bootstrap-validation, etc).
- 4) NOT produce a calibrated model (with calibrated beta coefficients) after validation, that takes into account the optimism (bias) of the originally fitted model (e.g. optimism in R^2)...additionally, do not estimate the predictive validity of the model after calibration for bias.
- 5) NOT produce revised p-values or CI's for the significance tests of model fit that take into account the potential bias in R squared (numerical index of model fit that, in small sample sizes, is a biased estimate of the population estimate of R squared).
- 6) NOT generate confidence intervals for effect sizes and not generate graphical based displays of those intervals for communicating succinctly the main information concerning the parameter estimates (e.g. CI's for R-squared or Cohen's f effect size).
- 7) IGNORE any issues concerning uncertainty in the "model selection" stage - e.g. using variable subsets from the original set of variables. That is, ignoring any adjustment methods that would take into account over-fitting and account for inflation of error rates when searching through potential models - either type I, II, or some false detection rate (FDR) error rate.
- 8) IGNORE the power (sensitivity) of the statistical test. If one's data is a LARGE data set, then it is likely that the sensitivity for statistical tests (power) will not be an issue for effects sizes that one cares about. But, if it were, how would we deal with the fact that your data is observational? - in these situations it is not uncommon to have low a-posteriori power (not that this is a meaningful concept anyway) given a small sample size. This issue is problematic with a lot of folks. Many people just don't accept that "power" (within the Neyman-Pearson framework) was and has always been a design parameter that predetermines the *expected* operating characteristics of the hypothesis(s) test; and that this a-priori probability (if design procedures are followed appropriately) is more meaningful and useful if predetermined before sampling occurs (along with sample size, test threshold "alpha", and the expected difference - the "effect size"). It is clear that after data have been collected (with a predetermined critical threshold, and sample size), that the observed p-value for the data and the power are completely co-determined. For the observed effects size and observed sample size, the power will be small when the p-value is large, and vice-versa. Power is for the most part a useless concept after data collection (within the inferential framework of Neyman-Pearson). So, again, for a fixed sample size and low power with observational data - what valid conclusions can one draw? How can one use all of the available evidence, in hand or otherwise, to maximize the utility of the study?
- 9) NOT appreciate that classical inference based on thresholds (or critical values) and error rates (Type I and Type II) was not designed to provide "evidence" in a single study toward the hypotheses under consideration. Classical inference as taught in introductory statistics courses has been considered by some to be a contentious synthesis of two (arguably irreconcilable) inferential paradigms:
 - a) Fisherian p-values under the NULL hypothesis designed to provide evidence of the discrepancy of the current data from the null hypothesis (assumed in the current single study),
and the;

b) Neyman-Pearson behavioral approach which is based on the minimization of decision errors across the domain of all such equivalent tests. That is, the rejection of an observed p-value in comparison to a threshold p-value provides information about the collection of all potential, similar tests. It was not intended to provide information about the single, current test, that is under scrutiny.

This is all to say that drawing conclusions about how the data "in hand" informs the hypotheses under consideration is tricky business at best and is certainly NOT automatic - this process takes time and careful thinking! An approach that some folks advocate is to take the observed p-values under the null sampling distribution (and under appropriate conditions), generate "bayes factors" to supplement the information that is obtained using the hybrid logic of the Fisher and Neyman-Pearson framework. *Note* that there are many readable accounts that inform one of these methodological considerations...it seems that most folks just don't want to take the time.

What Researchers Could Be About

Probably the most important task for the data modeler is to make sense out of what the fitted model(s) communicates, in light of the semantic, theoretical framework that one has provisionally adopted prior to the model development stage. With an eye toward our best inferential model, we should be attempting to reduce bias, optimize predictive validity, and (when realistically possible) increase the interpretability of the fitted model - the "bottom line" so to speak. No personal offense is intended toward anyone in these next statements: it is clear (to me at least) that it doesn't matter:

- 1) How long one has been teaching or applying disciplinary specific methodologies to model data;
- 2) It doesn't matter how much credentialing one has behind their name;
- 3) And it doesn't matter how many other esteemed people are willing to line up and tell you how gloriously gifted and intelligent you are as a data modeler - if one ignores current methodological practice. *This seems clear to me because:*

Data Modeling as an Evolving Body of Practices

Data modeling (as a science or an art) is an evolving body of practices - much critical debate gives rise to new practices; that all conscientious researchers (modelers) contribute to by thinking thoughtfully about their data; and hopefully, subsequently share those thoughts with the WIDER community of practitioners and theoreticians. Hopefully, a truly WIDER community: ecology, epidemiology, biology, psychology, education, sociology, political science, economics, business, medical informatics, etc. To be out of touch with that changing body of practices is to be going against the grain of the current learned experiences of that wider consensus. While this is NOT NECESSARILY a bad practice, I would think that ignoring consensus should NOT be done lightly; it should NOT be done without awareness or without a worthy purpose in mind. When ignoring the experience of others, it probably goes without saying that it should not be done out of "laziness". *Here are what I*

think are some good indicators of how one might compare in relation to that WIDER community:

How A Researcher Might Compare to the Wider Methodological Community

IF, one is "of the mind" or "practicing" the following:

- 1) REFLEXIVELY utilizing standard fare null hypothesis significance tests as presented by the bulk of introductory applied statistics textbooks. That is, focusing on classical-frequentist observed p-values under assumed, random influence, hypotheses (i.e. null hypothesis), as the main evidence in drawing conclusions about the data;
- 2) Believe that using data imputation methods for missing data is somehow "cheating";
- 3) NEVER use non-parametric, semi-parametric, and robustly estimated models;
- 4) Stick RIGIDLY to confirmatory practices while ignoring the importance of "exploratory practices" in the initial stages of model development (and I mean exploratory in: after data has been collected);
- 5) Think that "Data Mining", "Knowledge Discovery", etc, is somehow "beneath" serious data modelers;
- 6) NOT APPRECIATE how re-sampling and simulation based methods have revolutionized the practice of statistics (e.g. applications of the Bootstrap and Monte Carlo Markov Chain estimated modeling);
- 7) NOT APPRECIATE that a multivariate (or multi-variable) approach should be a "first choice" modeling framework that is utilized (that is only to say that it should be adopted more often) - not a univariate framework; And that a univariate framework should be the exception to the practice. Statistical models in non-experimental settings (and arguably in experimental settings as well) are only going to have external or ecological validity to the extent that complexity in the "real world" (as reflected in the data relations) is realistically taken into account. Singular T-tests and ANOVA's used in non-experimental settings, are in various ways, deficient. In other words, using univariate, mean-difference testing approaches on observational data, is a good recipe to MISS consistent, valuable patterns in one's data.
- 8) OVER UTILIZE (OR ONLY utilize) Classical frequentist approaches in model estimation, model comparison, and model validation (e.g. relying on BLUE theory that uses MLE estimation for models). NOT appreciate that in evaluating statistical models, that estimated "believability values" (I stop short of calling them "truth-values", can be usefully assigned to models or parameters (e.g. using probability or information-theoretic based measures to rank order or average models or model parameters parameters - e.g. Bayesian Model Averaging). From one view, one can permute the data space (create a sampling distribution), but from another view it is also useful to look at permutations of the parameter space as well - in other words, one may NOT be close to the actual "best" model, and in assuming the wrong model there can be quite a cost associated with using BLUE theory and MLE estimation to arrive at one's predictive model (bias and lack of efficiency).
- 9) NOT APPRECIATE the importance of Bayesian inferential logic (and other alternatives) as complimentary to, or as a replacement for classical frequentist inferential logic (e.g. using "Bayes Factors" in lieu of, or as a compliment to observed p-values under and assumed

sampling distribution; and/or using Bayesian "credible intervals" from a posterior distribution, rather than confidence intervals based on NULL sampling distributions, whenever the statistical models are based on medium to small sample sizes, and/or the possibility of choosing reasonable priors for parameters exist.

THEN:

I would suggest that one is out of touch with emerging methodological trends that are becoming evident in a number of disciplines. Methodological wisdom evolves, so must the basic pedagogical practices that communicate those evolving methods.

A Common Sentiment

Examples of a common sentiment that reflect this lack of evolution in thinking, in my experience (more often than NOT), are demonstrated by *variations on the following statement*:

"I just want to make sure that students can interpret a t-test, a correlation and a probability value, and get the interpretation of the null hypothesis correct...to be able to use confidence intervals and effect sizes correctly..."

A seemingly well informed position to have - at least an optimistic position. However, from one perspective, this position is short-sighted when judged from an awareness of the history of science, education, public policy, and the relationship amongst them. These methods are but one small part of a number of limited tools, in a larger set of decision science tools that contribute to lowering decision uncertainty, for potential actions of individuals in both a private and public arena (e.g. "Do I use drug XYZ for myself or for my family? Is genetic engineering safe - what do we mean by safe?, and safe for whom?, How can we model and predict the next pandemic outbreak?, Is global warming a real phenomenon?, how do we take measures to reverse the potentially ongoing negative impact that humans have on worldwide climatological and ecological changes?").

Our problems are complex; Our interactions with ourselves and our world are complex, so why should the decision tools that we use to deal with this complexity be neatly and narrowly circumscribed? Now for the global, cynical generality - Seems to me that for the most part, introductory statistics courses, for your generic institution, do students a disservice - we train students to expect "neatness", and "tidiness" for the sake of pedagogical closure. Student's come out of these methods courses looking for the correct formula to "turn the crank on"; look for that software button to push to provide the expected answer. We inspire algorithmic thinking in the pursuit of credentialing...so that nowadays, it seems that *critical thinking* is one of those obvious decision science tools that has NOT been taught and is in sparing use.

An Alternative Sentiment

Consider the following statement as a potential alternative sentiment:

"I want students to be able to think critically, creatively, and substantially about data in a way where their understanding is not led astray by the singular inferential framework and methodology that happened to be adopted. To understand that in the end, what is wanted by most, are helpful suggestions as to which optimal decisions can be made about important, uncertain, future, events that occur in each of our lives. That, at the end of the data modeling process, the specifics of certain, select statistical models, are mostly beside the point. Whereas, the generalities of the statistical models, taken as a whole, can and often do

provide a larger range of useful solutions for resolving decision uncertainty. Furthermore, I want students to appreciate that a pluralistic approach to inference is a real strength, bordering on mandatory, and that picking only one inferential framework as a "lens" to the data is an impoverished strategy (possible lenses: Classical Frequentist based inference, Information Theoretic and Likelihood based inference; Bayesian inference; Algorithmic and Set-theoretic based approaches - e.g. Data Mining, Machine Learning and AI approaches). In other words, I want students to recognize the potential danger in allowing the modeling technique, by its very epistemological nature, to create a narrow (possibly biased) view of the data. Similarly, I want students to understand that it is important to NOT pick the question just so as to allow for the convenience of using, in an unthinking way, a singular, default inferential framework - I suppose one could put this more colorfully as: 'There is a real danger in letting the tail wag the dog' ".

Side note: I offer the following, much seen example, as evidence of the "tail wagging the dog" phenomenon: using the median to create groups from continuous data whereby mean differences are statistically tested using hypothesis tests using the classical frequentist logic - forcing what is regression with continuous data to be data that is convenient for an ANOVA framework.

In the End, There Are Just More Questions

"Lastly, I want students appreciate that truth lies in paradox, and that one way to get to the heart of paradox is to critically examine assumptions - one doesn't do this by avoiding questioning for the sake of neatness - for the sake of pedagogy - for the sake of progress. In the end, we (researchers, citizens of our respective countries, one species among many on planet Earth) have NOT fulfilled our better 'nature', if we are not left with a sense of awe, mystery and curiosity - if we are not left with more questions."

My Short Reply To The Student

All in all, my short reply to the student's question was:

"No, two hours is not enough time to finish your data modeling/analysis project. How about a day?" (note that I am being somewhat sarcastic here....I really believe it takes much longer; a day is really rushing the process, in my opinion :-)

I would love to hear other views on these research and statistical matters. This current column is a "cleaned-up" or revised version (hopefully for the better!), of a previously published entry in the [web blog for the RSS group](#). Comments on this current column can be posted at:

<https://web2survey.unt.edu/RSS-Blogs/7#comments>

* Please note that the **opinions and information** expressed **herein** do not necessarily reflect those of UNT or my colleagues within the RSS group!

References

Note: I do not consider this reference list necessarily representative or complete; this list is composed of references that I found motivating, enlightening, informative, or just plain entertaining to read. I have made no attempt to organize this list thematically or by importance. I provide this list so that readers have access to some of the influences on my thinking.

[*Some Statistical Heresies*, J. K. Lindsey, *The Statistician*, Vol. 48, No. 1 \(1999\), pp. 1-40.](#)

[*Avoiding Statistical Pitfalls*, Christopher Chatfield, *Statistical Science*, Vol. 6, No. 3 \(Aug., 1991\), pp. 240-252.](#)

[*Data Mining: Statistics and More?*, David J. Hand, *The American Statistician*, Vol. 52, No. 2. \(May, 1998\), pp. 112-118.](#)

[*Statistical Modeling: The Two Cultures*, Leo Breiman, *Statistical Science*, Vol. 16, No. 3. \(Aug., 2001\), pp. 199-215.](#)

[*Confessions of a Pragmatic Statistician*, Chris Chatfield, *The Statistician*, Vol. 51, No. 1. \(2002\), pp. 1-20.](#)

[*Model Uncertainty, Data Mining and Statistical Inference*, Chris Chatfield, *Journal of the Royal Statistical Society. Series A \(Statistics in Society\)*, Vol. 158, No. 3 \(1995\), pp. 419-466.](#)

[*Teaching a Course in Applied Statistics*, C. Chatfield, *Applied Statistics*, Vol. 31, No. 3. \(1982\), pp. 272-289.](#)

[*Some General Aspects of the Theory of Statistics*, D. R. Cox, *International Statistical Review*, Vol. 54, No. 2. \(Aug., 1986\), pp. 117-126.](#)

[*The Current Position of Statistics: A Personal View*, D. R. Cox, *International Statistical Review*, Vol. 65, No. 3 \(Dec., 1997\), pp. 261-276.](#)

[*Role of Models in Statistical Analysis*, D. R. Cox, *Statistical Science*, Vol. 5, No. 2. \(May, 1990\), pp. 169-174.](#)

[*Second Thoughts on the Bootstrap*, Bradley Efron, *Statistical Science*, Vol. 18, No. 2, *Silver Anniversary of the Bootstrap*. \(May, 2003\), pp. 135-140.](#)

[*The Impact of the Bootstrap - Bradley Efron: A Conversation with Good Friends Susan Holmes; Carl Morris; Rob Tibshirani; Bradley Efron*, *Statistical Science*, Vol. 18, No. 2, *Silver Anniversary of the Bootstrap*. \(May, 2003\), pp. 268-281.](#)

[*Bayesian Measures of Model Complexity and Fit*, David J. Spiegelhalter; Nicola G. Best; Bradley P. Carlin; Angelika van der Linde, *Journal of the Royal Statistical Society. Series B \(Statistical Methodology\)*, Vol. 64, No. 4. \(2002\), pp. 583-639.](#)

[*Bayesian Approaches to Randomized Trials*, David J. Spiegelhalter; Laurence S. Freedman; Mahesh K. B. Parmar, *Journal of the Royal Statistical Society. Series A \(Statistics in Society\)*, Vol. 157, No. 3. \(1994\), pp. 357-416.](#)

[*Relationships among Sample Size, Model Selection and Likelihood Regions, and Scientifically Important Differences*, J. K. Lindsey, *The Statistician*, Vol. 48, No. 3 \(1999\), pp. 401-411.](#)

[*Markov Chain Monte Carlo: 10 Years and Still Running!* Olivier Cappe; Christian P. Robert, *Journal of the American Statistical Association*, Vol. 95, No. 452. \(Dec., 2000\), pp. 1282-1286.](#)

[Bayesian Analysis: A Look at Today and Thoughts of Tomorrow, James O. Berger, *Journal of the American Statistical Association*, Vol. 95, No. 452. \(Dec., 2000\), pp. 1269-1276.](#)

[Could Fisher, Jeffreys and Neyman Have Agreed on Testing?, James O. Berger, *Statistical Science*, Vol. 18, No. 1. \(Feb., 2003\), pp. 1-12.](#)

[An Introduction to Empirical Bayes Data Analysis, George Casella, *The American Statistician*, Vol. 39, No. 2 \(May, 1985\), pp. 83-87.](#)

[Explaining the Gibbs Sampler, George Casella; Edward I. George, *The American Statistician*, Vol. 46, No. 3. \(Aug., 1992\), pp. 167-174.](#)

[Testing a Point Null Hypothesis: The Irreconcilability of P Values and Evidence, James O. Berger; Thomas Sellke, *Journal of the American Statistical Association*, Vol. 82, No. 397. \(Mar., 1987\), pp. 112-122.](#)

[Frequentist Post-Data Inference, Constantinos Goutis; George Casella, *International Statistical Review*, Vol. 63, No. 3. \(Dec., 1995\), pp. 325-344.](#)

[A Bayesian Perspective on the Bonferroni Adjustment, Peter H. Westfall; Wesley O. Johnson; Jessica M. Utts, *Biometrika*, Vol. 84, No. 2. \(Jun., 1997\), pp. 419-427.](#)

[Calibration of p Values for Testing Precise Null Hypotheses, Thomas Sellke; M. J. Bayarri; James O. Berger, *The American Statistician*, Vol. 55, No. 1. \(Feb., 2001\), pp. 62-71.](#)

[P Values: What They Are and What They Are Not, Mark J. Schervish, *The American Statistician*, Vol. 50, No. 3. \(Aug., 1996\), pp. 203-206.](#)

[The Abuse of Power: The Pervasive Fallacy of Power Calculations for Data Analysis, John M. Hoenig; Dennis M. Heisey, *The American Statistician*, Vol. 55, No. 1. \(Feb., 2001\), pp. 19-24.](#)

[Statistical Significance Tests: Equivalence and Reverse Tests Should Reduce Misinterpretation, David F. Parkhurst, *BioScience*, Vol. 51, No. 12. \(Dec., 2001\), pp. 1051-1057.](#)

[Bayesian Inference for Comparative Research, Bruce Western; Simon Jackman, *The American Political Science Review*, Vol. 88, No. 2 \(Jun., 1994\), pp. 412-423.](#)

[Statistical Inference for Apparent Populations, Richard A. Berk; Bruce Western; Robert E. Weiss, *Sociological Methodology*, Vol. 25 \(1995\), pp. 421-458.](#)

[Statistical Thinking in Empirical Enquiry, C. J. Wild; M. Pfannkuch, *International Statistical Review*, Vol. 67, No. 3. \(Dec., 1999\), pp. 223-248.](#)

[The Use of Resampling Methods to Simplify Regression Models in Medical Statistics, Willi Sauerbrei, *Applied Statistics*, Vol. 48, No. 3. \(1999\), pp. 313-329.](#)

[Multivariable Prognostic Models: Issues in Developing Models, Evaluating Assumptions and Adequacy, and Measuring and Reducing Errors, Frank E. Harrell Jr., Kerry L. Lee, Daniel B. Mark, *Statistics in Medicine*, Volume 15, Issue 4, February 1996, pp 361-387.](#)

[Why Isn't Everyone a Bayesian?, B. Efron, *The American Statistician*, Vol. 40, No. 1 \(Feb., 1986\), pp. 1-5.](#)

[The Bootstrap and Modern Statistics, Bradley Efron, Journal of the American Statistical Association, Vol. 95, No. 452. \(Dec., 2000\), pp. 1293-1296.](#)

[The Variable Selection Problem, Edward I. George, Journal of the American Statistical Association, Vol. 95, No. 452 \(Dec., 2000\), pp. 1304-1308.](#)

[Statistics and Mathematics - Trouble at the Interface? P. Sprent, Journal of the Royal Statistical Society: Series D \(The Statistician\) 47 \(2\), 239-244.](#)

[The Unity and Diversity of Probability, Glenn Shafer, Statistical Science, Vol. 5, No. 4. \(Nov., 1990\), pp. 435-444.](#)

[R. A. Fisher in the 21st Century, Bradley Efron, Statistical Science, Vol. 13, No. 2 \(May, 1998\), pp. 95-114.](#)

[Controversies in the Foundations of Statistics, Bradley Efron, The American Mathematical Monthly, Vol. 85, No. 4 \(Apr., 1978\), pp. 231-246](#)

[Markov Chain Monte Carlo Method and Its Application, Stephen P. Brooks, The Statistician, Vol. 47, No. 1 \(1998\), pp. 69-100.](#)

[Bayesian Computation: A Statistical Revolution, Stephen P. Brooks, Philosophical Transactions: Mathematical, Physical and Engineering Sciences, Vol. 361, No. 1813, Mathematics, Physics and Engineering \(Dec., 2003\), pp. 2681-2697.](#)

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search *Benchmarks Online* - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)
[Campus Computing News](#)
[SkillPort Training Site Update](#)
[Summer Hours](#)
[Fry Street Fire Leaves Campus Powerless, Disconnected](#)
[InHouse Series on Information Security](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Short Courses

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

Short courses are over for the summer. Surf over to the [Short Courses](#) page to see the sorts of courses that will probably be offered this fall. If you have a group that needs a specific class this summer, it may be possible to arrange a special class. See "Customized Short Courses" below for further information.

Due to staff changes, courses offered in the past under the "Wide Area Network & Information Systems Courses" subheading such as "Getting Started with Dreamweaver" and "Moving from FrontPage to Dreamweaver" will not be taught – at this point – this summer. We hope to be able to offer courses like these soon. In the meantime, please consult the new computer based training website to see what offerings are available: <http://www.unt.edu/cbt/>

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, and the [Center for Distributed Learning](#). 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

Questions or comments relating to EIS training should be sent to the EISTRN GroupWise account. Upcoming EIS training events may be found at the links below:

- [Learning to Use EIS](#)
- [EIS Timekeeper Training Schedule:](#)
- [EIS ePro Training Calendar](#)
- [Ongoing training is available on WebCT](#)

Moving from GroupWise to Microsoft Outlook Training

The article "E-Mail Migration Project Update" in the April issue of *Benchmarks Online* discusses plans and [lists resources](#) for preparing the campus community for this transition.

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 [here](#).

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.

Center for Teaching, Learning, and Assessment

The [Center for Teaching, Learning and Assessment](#) describes itself as offering "a range of services to faculty and Teaching Fellows and Assistants to facilitate teaching and the measurement of learning at the class, department, and college level."

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.unt.edu/minicourses/>

Center for Media Production (CMP)

According to their [website](#):

CMP Certified Software Training

Affordable software training is available at the Center for Media Production on the UNT-Denton campus. Upon completion, participants will receive a certificate as "CMP Certified" in that particular course. In addition, UNT students may record this activity on their Eagle Transcript (through the Student Activities office) and UNT Faculty and Staff can receive training credit on their HR training record.

All training classes provide 12 hours of instruction over 4 class meeting

days and conclude with the certification exam. Training is hands-on, and class sizes are small.

E-mail inquiries to cmptraining@unt.edu

Recently, courses have been offered in Adobe Creative Suite (CS2) software, including InDesign and Illustrator (at both Introductory and Advanced levels). Dreamweaver introductory courses are also being offered.

Alternate Forms of Training

Many of the [General Access Labs](#) around campus have tutorials installed on their computers. The Library has a [Computer Training Resources](#) webpage with lots of resources listed. The [Training](#) website also 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 CBT [website](#). Note, also, the articles in this issue of *Benchmarks Online*, "[Get Revved Up for Office and Outlook 2007!](#)" and "[SkillPort Training Site Update](#)." See also, "[Free and Legal: Copyright Advice and Training Online](#)."

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search **Benchmarks Online** - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)

[Page One](#)
[Campus Computing News](#)
[SkillPort Training Site Update](#)
[Summer Hours](#)
[Fry Street Fire Leaves Campus Powerless, Disconnected](#)
[InHouse Series on Information Security](#)
[Today's Cartoon](#)
[RSS Matters](#)
[The Network Connection](#)
[Link of the Month](#)
[Helpdesk FYI](#)
[Short Courses](#)
[IRC News](#)
[Staff Activities](#)
[Subscribe to Benchmarks Online](#)

Staff Activities

Transitions

New Employees:

- **Jariya Manoonkulchai**, Computer Systems Manager, Central Web Support.
- **Satya Chandra Varma Mudunuru**, ACS GAL Consultant (part-time).

No longer working in the Computing and Information Technology Center:

- **Dushyant Vipradas**, ACS GAL Consultant (part-time).
- **Davide Bernard**, Computer Support Specialist, Network Computing Services.

Changes, Awards, Recognition, Publications, etc.

CR Chevli named Manager of Data Communications

*I am pleased to announce that **CR Chevli** has accepted the position of Manager of Data Communications.*

As the architect of the network here at UNT, he has positioned UNT to take advantage of new and emerging technologies that help further the mission of UNT, providing a quality education for the students attending UNT. In addition to his responsibilities here at UNT, CR chairs the operations committee at LEARN (the Lone Star Education And Research Network) that is in the process of deploying a fiber optic network across the state that will provide connectivity between the major Universities in the state. CR is also the chief technical manager for the North Texas Gig-Pop that provides Internet and Internet2 connectivity for its members in North Texas.

CR brings a wealth of knowledge and experience to this position and I look forward to working with him in his new capacity.

Please join me in wishing CR success in his new position here at UNT.

*Joe Adamo
Director Communications Services
University of North Texas*

Lafleur Achievement Noted in *InHouse*

The following [item](#) appeared in a recent issue of *InHouse*, UNT's faculty/staff online newsletter:

Jennifer Lafleur, assistant director for computing and IT planning and administration, in the Computing and IT Center, has recently been elected to secretary of the InfraGard North Texas Chapter Board of Directors for a two year term.

The North Texas InfraGard Chapter is a Federal Bureau of Investigation (FBI) program created as a way for the Bureau to gain support from the information technology industry and academia. InfraGard and the FBI work together in an effort to exchange information that will allow them to handle security in the cyber arena.

Soaring Eagles

Davide Bernard, recently departed Computer Support Specialist, Network Computing Services; **Rob Blake**, PeopleSoft LS Infrastructure Mgmt.; **Allen Bradley**, Network Computing Services Manager; **Jason Myre**, Messaging, Network Computing Services; **Jason Gutierrez**, Messaging, Network Computing Services; **Sara Pinckard**, Microcomputer Consultant, Helpdesk; **Yoke Teo**, Server OS Support, Network Computing Services; **Craig Terrell**, Special Projects, Network Computing Services; **Rong Wang**, Programmer Analyst, Payroll/Personnel Data Systems (AIS); **Scott Windham**, Video Communications Analyst, Data Communications; and **Mike Wright**, Computer Systems Manager, Disaster Recovery and Contract Management; were all recognized as Soaring Eagles in the July issue of the *Human Resources Newsletter*.

Originally published, July 2007 -- Please note that information published in *Benchmarks Online* is likely to degrade over time, especially links to various Websites. To make sure you have the most current information on a specific topic, it may be best to search the UNT Website - <http://www.unt.edu> . You can also search *Benchmarks Online* - <http://www.unt.edu/benchmarks/archives/back.htm> as well as consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/> Questions and comments should be directed to benchmarks@unt.edu

[Return to top](#)