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

Site was last updated or revised : September 18, 2007

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Campus Computing News

CITC Reorganized

By [Maurice Leatherbury, Ph.D.](#)

Associate Vice President for Computing and Chief Technology Officer

The CITC has made some changes to our organizational structure in order to rationalize some of the duties of various departments (i.e., put the departments where they make the most sense.) Overall, the following changes were made:

Three additional departments have been created in **Administrative Information Services**, one headed up by Steve Vocolka, one by Robert Jones, and one by Dorothy Flores. Vocolka's group now includes **Unix Support Services** (moved from Tom McElwee's division) and Nancy Fisher's **EIS Technical Services** group, in addition to the **Production Control** and **Computer Operations** groups that reported to Steve already. Robert Jones's group, which has been dubbed the "**AIS Tools and User Services Group**" includes the **PeopleSoft Application Infrastructure** group, **EIS Tools Support** (headed by Ginny Richards and now including Sanden Cottongame from the Web Support Group), **Oracle Database Administration**, **EIS Security Administration**, and **Data Warehouse and Reporting**.

In addition, Brian Richman has moved from EIS Technical Services to Data Warehousing and Reporting and Danja Anthony has moved from Production Control to the AIM team. Finally, Dorothy Flores is leading a new organization, the **Finance and Administration Systems** team, which will include the **Payroll/Human Resources Systems**, headed by Steve Vrbka, the Fiscal Data Systems teams, to be headed by Alan Wilson, and a new team, the **Finance and Administration Budgeting** and **Business Intelligence** team, to be headed by Will Senn. This last move aligns this new group headed by Dorothy with the new university organization structure. We've split the Network Computing Services department in Tom McElwee's division into two groups, a **Messaging** group under Jason Myre and a **OS/Directory Services** group under Craig Terrell. Allen Bradley will report directly to John Hooper, assisting with budgeting, contract administration, analytics, and other administrative tasks.

Finally, two of the positions that were in the Unix Services Group have been moved to CR Chevli's department in **Communications Services**. Those positions were responsible for the private network, load balancer, VPN, etc. so they will find a good home in the data communications department.

We think that these moves will streamline the CITC's operations and will result in better services to the campus. You can see the current CITC organization chart here:

<http://www.unt.edu/ccadmin/charts/citc.pdf>

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CITC Data Management Services

By [JoAnn Luksich](#), Data Management Coordinator

Welcome back Professors! CITC's Data Management department is here to make your fall semester easier! We continue to provide Exam Grading as well as a few new services!

Visit our Website: You can now download exam and evaluation work order forms needed as well as submit a Remedy ticket for research projects: <http://www.unt.edu/ACS/datamanage.htm>

Our Services:

- 1. Exam Grading/Analysis:** NCS Forms 4521 & Self-Score 106273. Exams can be processed within 15 minutes while you wait, or you can drop off and have results e-mailed for your convenience. Analyses' include Detailed Item Analysis, Frequency Distribution, and General Test Analysis (indicates which question(s) missed most).
- 2. Departmental Course Evaluation Processing:** Departmental evaluations processed using NCS scantrons. Reports are produced using customized SAS programs, and delivered electronically in Excel and text format.
- 3. Research Projects:** Key-Entry of survey or research projects (grad student dissertation research allowed!) into a custom data file, ready for analysis.
- 4. NEW - Scannable Form Design:** Customized survey or evaluation "bubble" forms created using any current form, or just a new idea! Our service includes scanning the completed forms into a data file, ready for analysis, quick and easy! For more information on this service: luksich@cc.admin.unt.edu

Hours and Location

Data Management Services is located in the Information Science Building ([ISB](#)), Room 140 at the north entrance. Our hours are Monday – Friday: 8 a.m. – 5 p.m. and **YES, we're open through lunch!**

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

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Computing Resources at UNT - Finding Your Way Around (Reprise)

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

In case you missed this [last month](#), with a few changes/additions ...

Welcome, or welcome back, to UNT! If you're new, or if you've just been away for awhile, it is our hope that this article will serve as a handy starting point to get you acquainted (or re-acquainted) with the resources that are available to you here at the University. Students, faculty and/or staff members should all benefit from the information that follows.

When all else fails ...

If you have a computing question and/or problem and can't think of who to contact or where to look for a solution, just remember this: **Contact the Helpdesk**

The Computing and Information Technology Center (CITC) Helpdesk is located in room 119 of the Information Sciences Building ([ISB](#)), directly beside the Science and Technology Library. Their hours are listed on the Helpdesk website: <http://www.unt.edu/helpdesk>. Besides stopping by or searching for answers on the website, you can call the Helpdesk at 940-565-2324 or send mail to helpdesk@unt.edu.

Speaking of the Helpdesk, *Benchmarks Online*, publishes a column each month called "Helpdesk FYI." This month's article is [The Basics of a Web Browser](#).

Following is a list of articles published this year. Perhaps one of these topics is something you've been wondering about:

- [Activating Your EUID account](#)
- [GroupWise Spam Control Features](#)
- [Keyboard Shortcuts](#)
- [Publishing to People.unt.edu](#)
- [Accessing GroupWise off-campus](#)
- [EUID Passwords](#)
- [Remedy Web](#)

- [Eglemail Filters: Using whitelists and blacklists](#)

New students are probably familiar with the *Tour of Student Computing Services at UNT*. There are lots of topics touched on that are of interest to non-students also. Check out the website: <http://www.unt.edu/helpdesk/studenttour/>

General Access Labs

The UNT General Access Computer Lab System is a collection of 14 computer labs spread across the UNT Denton campus, with one lab in Dallas. They have been set up to provide computing to the University community. The [GAL website](#) states:

The labs are intended to meet the general academic computing needs of UNT students. These labs are supported and maintained primarily through a portion of the Technology Use Fee.

Students with a valid UNT photo ID card may use any General Access Lab except where noted.

A list of labs and their locations and operating hours is available from the [GAL website](#). The lab in ISB 110 is an *Adaptive Lab*. As the [website](#) states:

The University of North Texas Academic Computing Services General Access Lab is located in the Science and Technology Library in ISB 110. The mission of this lab is to provide general services to the UNT community with an emphasis on the special features that Academic Computing Services has to offer including helpdesk support and research assistance. Additionally the ACS lab is the designated adaptive lab on campus providing state-of-the-art adaptive equipment for those who need it. For more information about adaptive services on the UNT campus visit the Office of Disability Accommodation at <http://www.unt.edu/oda>.

Computer Based Training

All current faculty, staff, and students at UNT are eligible to use the computer-based training (CBT) courses purchased and administered by the CITC. The CBT homepage is: <http://www.unt.edu/cbt/> Following are some *Benchmarks Online* articles that have been published in the recent past on the topic:

- [SkillPort Training Site Update](#)
- [Free and Legal: Copyright Advice and Training Online](#)

The August issue of *Benchmarks Online* contains the article [Office 2007 Training Available at the SkillPort CBT Website](#).

Online Learning/UNTeCampus

For students, a good starting place is found on the [student tour](#). Faculty will want to visit the Center for Distributed Learning [website](#) and/or the Center itself.

Some recent *Benchmarks Online* articles of interest to faculty are:

- [Getting WebCT Vista Help](#)
- [Web Conferencing Tool on the Horizon: Teach & Meet *Live Online*](#)
- [From Word to Web in a Snap](#)

Windows Vista/Office 2007

Everyone's wondering about Windows Vista and Office 2007 these days. The following *Benchmarks Online* articles have addressed various aspects of this topic:

- [Whither Windows? Windows Vista and Office 2007 - What is a poor student to do?](#)
- [Windows Vista Learning Resources](#)
- [Office 2007 Available to UNT Employees at a Reduced Price](#)
- [Get Revved Up for Office and Outlook 2007!](#)
- [Statistical Software and Windows Vista](#)
- [SPSS' Hotfix for Windows Vista](#)

As mentioned above, the August of *Benchmarks Online* has the article [Office 2007 Training Available at the SkillPort CBT Website](#).

Other Items of Interest

- **Gartner Research** -- UNT students, faculty, and staff have access to Gartner Research at: <https://gartner.unt.edu/> CITC also sponsors direct access to Gartner researchers. For more information see [Getting Direct Access to Gartner Researchers](#).
- **Statistical and Research Support Services** -- "The mission of the Research and Statistical Support (RSS) group at the University of North Texas (UNT) is to facilitate access to current research tools and statistical methodologies and to promote these methods to the research, instructional, and administrative communities at UNT; to encourage a collaborative research environment for researchers through the development and use of innovative computing technologies; to provide training and consultation in the appropriate use of statistical methodologies and computer software; and to facilitate access to data collection and data management technologies." [From the [Research and Statistical Support website](#)]. The RSS Group publishes a monthly column in *Benchmarks Online*. This month's column is: [Statistics: a Clarification](#).
- **High-Performance Computing Initiative** - "Academic Computing Services supports multiple clusters of 32 and 64-bit processor systems running Linux for compute-intensive scientific research. Cluster

computing provides dedicated systems for concurrent processing of jobs in a batch environment."

- **Information Security** -- "The UNT Information Security Team's purpose is to provide support to University academic and administrative departments for the protection of UNT computing information resources from misuse, abuse, unauthorized access or unauthorized disclosure. Computing information resources include all equipment, facilities, software, data and procedures which are designed, built, operated and maintained to collect, record, process, store, retrieve, display and transmit information. The mission of the Information Security Team is to educate and assist administrators and users of the UNT computing community in assessing, implementing, and maintaining their information security needs." [From the [Information Security Website](#)].

InHouse, UNT's faculty/staff online newsletter, recently ran a series of articles on information security. You can review them here: [InHouse Series on Information Security](#).

Make sure and read the article [Stormworm Trojan Threatens Campus](#) in this issue of *Benchmarks Online* for the latest threat to Microsoft Windows users.

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Stormworm Trojan Threatens Campus

By [Richard Anderson, Ph.D.](#), Information Security Coordinator

Over the last several months UNT Information Security has detected continuous new infections by a computer trojan usually called "stormworm." It typically arrives as an email which contains a message enticing the user to click on a link. A typical trojan email might mention that you've received an "eCard", an eBay auction link, an online video (like YouTube), registration links, or links to news articles. The emails are so varied that we expect them to evolve continuously, and the best defense is for users to read email with extreme caution. *This malicious software attacks Microsoft Windows and once infected can even distribute the trojan from your computer.*

The network of infected machines being used to propagate the malware is massive. I've seen estimates of the stormworm network ranging from 10 million infected machines[1] to 50 million nodes[2][3]. If these estimates are correct, the owners of the stormworm network have the computing power equivalent to one of the world's largest super computers dedicated to spreading malware, sending spam, conducting denial of service attacks, and other uses.

Again, here's the bottom line: the trojan doesn't actually come inside an email, rather it's installed after you click on the link in the email. Please beware of any unsolicited emails you receive, and avoid clicking on any links you receive in unexpected email.

References:

- [1] [World's most powerful supercomputer goes online](#)
- [2] [Storm worm botnet more powerful than top supercomputers](#)
- [3] [Storm Worm More Powerful Than Top Supercomputers](#)

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TODAY'S CARTOON

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Don't Forget Our Monthly Columns!

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

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

- [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. Mike Clark sets things straight with "Statistics: a Clarification."**
- [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 has a few things to say about the issues behind "the transfer of copyrighted content." Click on the Network Connection link above to take "Is That a Slant or a Cliff?"

- [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 actually a series of links meant to help you "Start the Semester off Right." 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 Jonathan "Mac" Edwards explains "The Basics of a Web Browser." Read all about it!**
- [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.

The short course schedule for the fall is almost complete. Classes will probably begin in October. If you have a group

that needs a specific class, 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. **There was no IRC meeting in August.**
- [Staff Activities](#) - This column focuses on new employees, people who are no longer employed at the Computing and Information Technology Center, awards and recognitions and other items of interest featured here.

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Network Connection

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

Is That a Slant or a Cliff?

I opened my virtual copy of the [Chronicle of Higher Education](#) recently and it seemed to me to have a distinct yellow tinge to it. In the Information Technology section, under the heading "Peering at the Pirates" was an article by Brock Read entitled "[The First Close Look at Colleges' Digital Pirates.](#)" Describing a study at one University regarding the transfer of copyrighted content, it concluded that, "The first results from the research are startling: They show that record companies and movie studios have reason to complain about campus piracy." The basis for this conclusion is the claim that this one institution "logged about 60,000 'original transfers' coming into or out of the campus network."

I can't help wonder what might have happened if livery stables had the same approach to technological change as the entertainment industry. Would they have sued individual drivers of automobiles who used roads previously reserved for horses? Would they have lobbied congress to preserve their business model of horse traffic as the primary mode of transportation. Would they have targeted colleges whose students were the most ardent adopters of this new technology of transportation. I suppose they would have if the had been organized in a cartel like the RIAA. But this is simply a thought experiment to wonder why there is such blanket acceptance of the tactics used by the entertainment industry to attempt to exert control over their copyrighted digital content while trying to preserve an outmoded business practice.

But back to the article.

I'm not trained as a journalist, but I always heard that news was to be presented in a fair way that offered different opinions on the subject. I think this article and the research is deeply flawed. First is the claim that "The ... results ... show that record companies and movie studios have reason to complain about campus piracy." The sidebar accompanying states the university "used a program called CopySense to monitor illegal file sharing on its campus network. 'Signed' files are music and video files with digital copyright information. 'Metadata' files have information such as song titles that could indicate file sharing. But most files are unknown, and researchers assume many are pirated songs and videos."

The article reports that 68.7 percent of files are in that "unknown" category, which in my mind makes its assumption of extensive "piracy" totally unsupportable. Last time I looked up "unknown" it meant "not known."

So, what expert did the Chronicle quote to possibly refute the equating of unknown with illegal? *That would be no one.*

So, who funded the research? The research project "has benefited from considerable entertainment-industry financing, including an influx of several hundred thousand dollars that came shortly after the meeting" [of universities and entertainment industry representatives.]

What expert did the Chronicle ask to comment on the implications of such funding? *That would be no one.*

The subject of the article was one university, but the article seemed content to make a sweeping generalization about all universities based on this one case. Many universities (including the University of North Texas) already have aggressive programs for student education, use technologies like the CopySense device, and employ bandwidth limiting technologies to discourage unauthorized trading of copyrighted intellectual property.

Who from other universities did the Chronicle interview to see what practices are in place? *That would be no one.*

I must admit to being surprised that the leading news journal of the higher education community would be so quick to jump to such a startling conclusion about that community based on the case of one single university. What also is startling is how this presumably respected journal can generalize an industry-wide situation based upon unsupportable conclusions at one institution. The Indictment of "Colleges' Digital Pirates" in the title of this article seems to be straight from entertainment industry propaganda.

I am fully supportive of artists and other creators being fairly compensated for their intellectual property. I am fully against people utilizing others intellectual property without providing any fair compensation requested for its use. But we can't reasonably discuss the issues of intellectual property when some will so blithely jump to conclusions without considering all sides of an issue. I would hope that those journalistic standards so often touted by journalists could apply to this topic too. Is that too much to ask?

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Link of the Month

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

Start the Semester off Right

This month we bring you a series of links:

	<p>Library workshops especially for <i>Graduate Students</i> are scheduled throughout the fall semester. Further information about these workshops can be found here: http://www.library.unt.edu/usereducation/library-workshops/schedule-of-library-workshops</p>
	<p>Need a student job? Need a student employee? Looking for work after you graduate? The Career Center is the place for you: http://careercenter.unt.edu/studentsalumni.htm</p>
	<p>According to their website - http://www.unt.edu/moneymanagement/ - "The Student Money Management Center, an outreach program administered by the Division of Student Development, began as a vision of Dr. Bonita Jacobs, Vice President for Student Development, in 2005. The Center provides tools and solutions students need to achieve financial freedom and is dedicated to bringing financial literacy to students."</p>
<p>Plan your fall downtime with help from the UNT News Service:</p> 	<p>Leap into Fall 2007 with UNT arts events</p> <p>The University of North Texas presents a season filled with dance and theatre productions, concerts and art exhibits.</p>
<p>Last but not least http://www.meangreensports.com/:</p> 	

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Helpdesk FYI

By [Jonathan "Mac" Edwards](#), Assistant Manager of the CITC Helpdesk

The Basics of a Web Browser

Your Web-browser can be one of the most important tools on your computer. A web browser can be defined as “a software application that enables a user to display and interact with text, images, and other information typically located on a Web page at a website on the World Wide Web or a local area network.” ⁽¹⁾ Simply put, a web browser is what allows you to interact with the Internet.

In this article we will mainly be focusing on Internet Explorer, simply because it is the most common browser. That is not to say that there are not other very viable options available. I will touch on at least one Internet Explorer alternatives at the end of this article.

Internet Explorer

When you open up IE (short for Internet Explorer), go to Tools, and then select Internet Options. This will bring up a new window, with the General Tab selected.

The General Tab

The first option you see is Home Page. Here you can specify the homepage you would like, or the page that first appears when you launch Internet Explorer. You can type in an address or simply select Use Current to have your current webpage set as your home page.

Temporary Internet Files

Your computer stores a copy of the files downloaded (html, images, etc.) from pages you visit. This allows your computer to access web pages faster, as only new content needs to be downloaded. In the same vein your computer stores “cookies,” which “are used by Web Servers to differentiate users and to maintain data related to the user during navigation.” ⁽¹⁾

History

Here you can easily adjust how long you want your computer to remember what sites you have visited. You can also choose to Clear History, this will remove all of the items stored within your history folder.

The Security/Privacy Tab

Both of these tabs control how “open” or “secure” the internet is when you browse it. Like with most anything though extremes can be bad. Too high, and you will not be able to access many internet sites. Too low, and you are at risk for malicious web apps. Generally a happy medium seems to work best, and we generally suggest medium or default as the preferred setting.

The Advanced Tab

The Advanced Tab has all sorts of wonderful and advanced settings. Many times an incorrect setting can create plenty of frustrating issues. I believe in most cases this is a tab best left alone, except in the case of the Restore Defaults Button.

Browser Troubleshooting in IE

Your Web Browser is a marvelous and wonderful piece of technology, but sometimes it can feel very much like a piece of something else. When you are having trouble accessing a site, or having issues with content in a site many times it can be beneficial to go through a quick rundown of the following steps:

1. Go to Tools and select Internet Options
2. Under the General Tab select Delete Cookies, Delete Files
3. Under the Security and Privacy tab select either Default Level or move the slider to medium.
4. Under the Advanced Tab select Restore Defaults.
5. Hit Apply and then OK.

Finding your Browser Version

If you need to call a support desk for help, having your browser version can be very helpful. To find this simply go to Help (alt + H), and select About Internet Explorer.

The first thing you should see in the new window that appears is generally a graphic, and underneath that Version: 6.00.29 (the numbers will depend on your version)

If All Else Fails

Try a different browser. IE may be the most widely used browser, but that does not mean there are not very good alternatives. At the Helpdesk we most often suggest Firefox as an alternate browser. It is not uncommon for a website to have issues with IE, but no issues with Firefox, and visa versa. You can download Firefox at www.firefox.com

Sources:

- (1) Special thanks to www.wikipedia.org

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IRC News



Minutes provided by Sue Ellen Richey,
Recording Secretary*

There was no meeting of the IRC in August.

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.

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Research and Statistical Support University of North Texas

RSS Matters

You can link to the last RSS article here: [Equivalence Tests](#) - Ed.

Statistics: a Clarification

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

Many people who ask for our help at RSS do so in part, whether consciously or not, because they are not exactly aware of what statistics is. As such I have cobbled this list together in hopes of making that at least a little clearer. The list is by no means definitive nor exhaustive, but does hit on what I perceive to be some basic misunderstandings prevalent in both the applied setting and to the uninitiated. By *statistics* I mean all parts of a statistical analysis from conceptualization through interpretation and as the chosen tool of scientific investigation. Clicking on the numbers will take you to the corresponding clarification.

Some things statistics is *not*:

1. Math
2. A collection of heuristics
3. Getting output
4. Done quickly or something for which there is a 'quick' answer to
5. Easy
6. Impossible to learn
7. Disconnected from theory
8. Expensive

1. "Statistics is a science in my opinion, and it is no more a branch of mathematics than are

physics, chemistry and economics; for if its methods fail the test of experience—not the test of logic—they are discarded."

That's from Tukey¹, and he was right.

2. While rules of thumb have their place, engaging in statistical analysis is not simply deeming 'meaningful' to anything with X value (whatever the metric), doing X analysis whenever the variables are just so, etc. In some sciences this is only a recent revelation to those on the applied side, and others still have yet to get to that understanding. No research endeavor is an island, and any analysis must be thoughtfully interpreted in light of relevant history, current context and future implications.
3. Getting statistical output has been rendered so easy by technology it could be produced by children with some programs. Just because one has some output doesn't mean one has done a statistical analysis. If this is confusing to you as to why you need more training.
4. If you're doing a proper statistical analysis, it will never be something you can do quickly if you want to do it well. See this related RSS Matters [article](#) by Dr. Herrington. Also, people ask us 'quick questions' all the time. We've yet to ever find a quick answer that would be adequate.
5. This goes with #4 to some extent. Even the simplest of techniques (e.g. calculating a 'middle') has several possibilities available (median, mode, mean, winsorized mean, M-estimators etc.), and some might be equally viable given a situation. A simple independent samples t-test could be done standard, robustly (e.g. trimmed means), nonparametrically (e.g. bootstrapped), determined via a confidence interval for the mean difference, approached purely from an effect size perspective etc. If you think something is able to be done quickly and easily, odds are you have taken a severely limited approach.
6. Learning statistical concepts can certainly be difficult but it certainly is not impossible for *anyone* to learn. It will take time though, and if one equates time with overwhelming difficulty, and many do, then perhaps it is impossible for that person, as much of life probably is.
7. I've often heard people claim to be good with theory and bad with statistics. I have yet to understand how that is possible. No scientific theory gets by without an implication of measurement, and if a theory is devised without an understanding of how it would be measured (and thus eventually analyzed) it is not a scientific one. As such from the very get go methodological and analytical considerations should be at the forefront of any research project, and be continuously considered from that beginning to the end. One of the more common and biggest problems we come across at RSS is data that has no connection to the theory a client is interested in.
8. It can be, but it doesn't have to be. There are alternatives, and one such alternative is [R](#), which is free and which we support here at RSS and use quite extensively. For much of our needs it does everything and more than the expensive stuff. If you don't like the price for something there are options. Here are [some](#).

Some things statistics is:

1. An essential part of scientific inquiry

- [2.](#) Something that entails critical thinking
 - [3.](#) In a constant state of development
 - [4.](#) A source for new ideas
 - [5.](#) Exploratory as well as confirmatory
 - [6.](#) A means by which to understand causal structure
 - [7.](#) A means by which to reduce uncertainty
 - [8.](#) Mathematically intensive
 - [9.](#) Interpretive
 - [10.](#) A very useful tool
1. There is no science without measurement, and no understanding of the measurement without statistics applied by a keen observer. It is the analysis that enables us to extract the knowledge hiding within the data.
 2. This part really gets folks that tend to think statistical analysis is many of those things listed in the 'not' column. If you don't like to think hard, you shouldn't be doing statistical analyses or trying to interpret them.
 3. People seem to think that their introduction to statistics at the undergrad or graduate level is some sort of overview of the field. Something to take note of: anything in a typical stats textbook involves methods that at the very least are probably a quarter century old, contains many and perhaps most that are well older than that, and omits the vast majority of the field. Things have changed since Fisher's days, a lot.
 4. The result of a good analysis is always a springboard for new ways to think about things and a fuller way of understanding previous findings from some research domain. If it does not lead to new ways of thinking you can assume something has gone wrong. As a hint: non-'significant' results are still meaningful.
 5. Description and exploration are part and parcel of science. One can gain a tremendous amount of insight from an initial glimpse into a research domain as well simply examining the data to the fullest. For some reason that fell out of favor in some areas of science and/or was not deemed to be 'enough' (for theses, dissertations, publications), or somehow cheating if you explore your own data. A good exploration can be as good as any confirmatory one, and oftentimes can be more useful.
 6. If one thinks causal explanations are not possible in a domain of scientific research, they have a gross misunderstanding of both science and causality. There is a continuum of confidence in causal statements, but the goal of science and its methods is to assign causal attributions to natural events.
 7. There are lots of things we don't know. Science and its methods are the most viable means with which to reduce our ignorance regarding ourselves and the world around us.
 8. Statistics uses a lot of math. So does everyday life, what's the big deal?

9. Whatever the results are, different interpretations are available and perhaps equally plausible based on the experiences and knowledge of interested parties. This is a *good* thing, not a reason to throw our hands up in frustration.
10. In the end, statistical analysis is simply the tool we use to extract meaning from a great deal of information we can not possibly comprehend otherwise. Seen as such it should hardly be seen as something aversive, nor should there be an inherent negativity or suspicion associated with it. Save that for politics.

All of this may sound like just employment-related bias (though I might mention that I would not refer to myself as a statistician), and much of my experience comes from a social science realm where perhaps this clarification is more needed. However, it doesn't take much to see there are plenty out there in various domains of research that are content to play a game. Some, perhaps many, perhaps a majority of people in some areas of research take a minimum effort approach to their methods and analysis, then try to convince others about what they have supposedly discovered and concluded from those lackadaisical efforts. While there is enough good research being done to sustain progress, it is slowed considerably by such shenanigans. Furthermore, those reading others' works who have the aforementioned misunderstandings of statistics restrict themselves to having to believe whatever the authors conclude or simply distrusting whatever is presented, not a very good state of affairs, but unfortunately one the general public has to deal with.

The causes and possible solutions to these problems I will have to leave for another article. For now it is hoped that the clarification will provide some insight for those that we assist and others who might come across it. Be seeing you.

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Short Courses

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

Short courses are in the process of being scheduled for this semester. Surf over to the [Short Courses](#) page to see the sorts of courses that will probably be offered. 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

Although the project has been [delayed](#), the article "E-Mail Migration Project Update" in the April issue of *Benchmarks Online* is still a useful source for finding [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."

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/>

Alternate Forms of Training

Many of the [General Access Labs](#) around campus have tutorials installed on their computers. The Willis Library has a list of [Tutorials and Software Support](#). 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 the July 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](#)" and the article "[Office 2007 Training Available at the SkillPort CBT Website](#)" in the August of *Benchmarks Online*.

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Staff Activities

Transitions

New Employees:

- **Kelli Mears**, Microcomputer Consultant, Helpdesk (part-time).
- **Dayanand (Dave) Jhingade**, ACS GAL Consultant (part-time).
- **Frank John Kanozik**, Microcomputer Consultant, Helpdesk (part-time).
- **Christina Day**, Microcomputer Consultant, Helpdesk (part-time).
- **Sravanthi Samula**, ACS GAL Consultant (part-time).
- **Anil Sarma Nerella**, ACS GAL Consultant (part-time).
- **Alis Smbatyan**, ACS GAL Consultant (part-time).

No longer working in the Computing and Information Technology Center:

- **Rahul Parey**, ACS GAL Consultant (part-time).
- **Zeeba Hashmi**, ACS GAL Consultant (part-time).
- **Diane Sleiman**, ACS GAL Consultant (part-time).
- **Andrew R. Tolle**, Computer Equipment Operator, Computer Operations (part-time).
- **Phillip Ramsaroop**, Administrative Computing Team Manager for the Fiscal Systems Team.
- **Johannes V. Walker**, Network Operating Systems Support.
- **Diane Kohlase**, Programmer Analyst, UNT/HSC Payroll/HR Systems
- **Scott Yockel**, Computer Systems Manager, Academic Computing and User Services.

Changes, Awards, Recognition, Publications, etc.

CITC Reorganization

As noted in the [Campus Computing News](#) article in this issue, the CITC has been

reorganized. The current CITC organization charts found here: <http://www.unt.edu/ccadmin/charts/> give a complete picture of things. The "master" organization chart is here: <http://www.unt.edu/ccadmin/charts/citc.pdf>

This reorganization has resulted in the movement of individuals as well as whole groups. Please consult the [Campus Computing News](#) article to see who has moved where. Included in the move is **Monty Slayton**, who moved from MMS to the UNIX Services group and now is under AIS Infrastructure Services.

Soaring Eagles

Congratulations to **Larry Vick**, Telecommunications Technician, who was recognized as a Soaring Eagles in the September [issue](#) of the *Human Resources Newsletter*.

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