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UNIVERSITY OF NORTH TEXAS™

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

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Campus Computing News

UNT Website Scheduled for Harvest*

By [Cathy N. Hartman](#), Assistant Dean, Digital and Information Technologies
University of North Texas Libraries and Fellow, Texas Center for Digital Knowledge

The Information Technology Services (ITS) in the UNT Libraries will conduct a harvest of the www.unt.edu Web presence next week. This snapshot of the UNT Web presence will be carried out in each academic year during the fall and the spring semesters. The captured files will become part of the University Archives, recording the history of our Web publishing.

Who will conduct the harvest—the Digital Projects Unit, Willis Library. The Digital Project Unit of the Libraries has significant experience with Web harvesting. Working on a research project, they harvested more than 40 million pages of web content in the past few months

What will be harvested—the www.unt.edu Web presence down to the third domain name level.

Dates: Monday, November 21 – Tuesday, November 22, 2005

About the Harvesters

We will be running two different harvests of the web. One pass for each of the following pieces of software

[Heritrix] - Heritrix Web Harvester created by the Internet Archive

[HTTrack] - Harvester we used to successfully harvest 2.3 TB of .gov content last December.

IP for the harvester: 129.120.92.227

User Agent for the harvester:

Mozilla/5.0 (compatible; unt_heritrix/1.4.0 +<http://libharvest.library.unt.edu>)

Mozilla/5.0 (compatible; unt_httrack/1.4.0 +<http://libharvest.library.unt.edu>)

Web Server Administrators can help by:

- Reviewing your robots.txt file. The file should exclude content that should not be harvested in this project. Remember the idea is to capture as much "good" content as we can so keep that in mind when you are editing your robot.txt files.

- Being patient. Web harvesting at this scale is still an in-exact process. If the harvester behaves strangely on your server, please contact Mark Phillips [mphillips@library.unt.edu].

* **DEFINITION:** Web harvesting (also known as Web farming, Web mining and Web scraping) is the process of gathering and organizing unstructured information from pages and data on the World Wide Web.

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Thanksgiving Break Hours

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

Following are the hours for Computing Center-managed facilities over the Thanksgiving break. The University is [officially closed](#) November 24th & 25th. Additionally:

- The [Helpdesk](#) will be **closed** Thanksgiving day (Nov. 25) then open their normal hours.
- The **ACS General Access/Adaptive Lab** ([ISB 110](#)):

Wednesday, November 23: close at 7 p.m.

Thursday, November 24: **Closed**

Friday, November 25: 9 a.m. to 5 p.m.

Saturday, November 26: 10 a.m. to 9 p.m.

Sunday, November 27: resume normal hours.

Hours for Other Campus Facilities

General Access Labs

- [WILLIS](#):
 Wednesday, November 23: close at 7:50 p.m.
 Thursday, November 24: **Closed**
 Friday, November 25: 8 a.m. to 5:50 p.m.
 Saturday, November 26: open at 9 a.m. and return to 24 hour schedule.

- [SLIS](#):
 Wednesday, November 23: close at 6 p.m.
 Thursday, November 24 - Saturday, November 26: **Closed**
 Sunday, November 27: resume normal hours.

- [MUSIC](#):
 Wednesday, November 23: 7:30 a.m. to 5 p.m.
 Thursday, November 24 - Sunday, November 27 : **Closed**
 Monday, November 28: resume normal hours.

- [SCS & SMHM](#):

Wednesday, November 23: close at midnight

Thursday, November 24 - Sunday, November 27 : **Closed**
Monday, November 28: open 7 a.m., resume normal hours.

- [SOVA](#):

Wednesday, November 23: close at 5 p.m.
Thursday, November 24 - Sunday, November 27 : **Closed**
Monday, November 28: open 8 a.m., resume normal hours.

- [COE](#):

Wednesday, November 23: close at 5 p.m.
Thursday, November 24 - Sunday, November 27 : **Closed**
Monday, November 28: open 7 a.m., resume normal hours.

- [COBA](#):

Wednesday, November 23: close at 4 p.m.
Thursday, November 24 - Friday, November 25 : **Closed**
Saturday, November 26: resume normal hours.

- [CAS](#):

GAB 330:

Wednesday, November 23: close at 8 p.m.
Thursday, November 24 - Friday, November 25 : **Closed**
Saturday, November 26: resume normal hours.

GAB 550:

Wednesday, November 23: close at 5 p.m.
Thursday, November 24 - Sunday, November 27: **Closed**
Monday, November 28: resume normal hours.

Terrill 220:

Wednesday, November 23: close at 5 p.m.
Thursday, November 24 - Sunday, November 27: **Closed**
Monday, November 28: resume normal hours.

Wooten 120:

Wednesday, November 23: close at 5 p.m.
Thursday, November 24 - Sunday, November 27: **Closed**
Monday, November 28: resume normal hours.

- **UNT Dallas Campus- 155A**

Monday, November 21 - Wednesday, November 23: 8 a.m. to 10 p.m.
Thursday, November 24 - Friday, November 25 : **Closed**
Saturday, November 26: 10 a.m. to 4 p.m., resume normal hours.

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

Wednesday, November 23: close at 5 p.m.
Thursday, November 24 - Sunday, November 27: **Closed**
Monday, November 28: open 9 a.m., resume normal hours.

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UNT General Access Labs: What we did this summer ... er, this fall ... uh, this winter?

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

For those of you who have been reading *Benchmarks Online* for several years, you may have wondered, "Whatever happened to the annual 'What we did last summer - General Access Labs' article that Elizabeth writes every year?" (I know you were just *crushed* when it did not appear this September!). Well, the problem was - many of us running the labs fell behind in our hardware and software renovations this year primarily due to dramatic changes in software packages and hardware supplies. I am happy to report, however, that we have all pretty much finished our scheduled upgrade work for the year and as always, the students are benefiting from the latest and greatest in technology during their studies at UNT.

Beginning with my lab - the Academic Computing Services/Adaptive General Access Lab - we literally tore down the entire establishment and re-built it from scratch. First, we got rid of lab tables that we had had for almost 20 years. We have replaced them with sleek, pearl-grey new tables; I am so lucky that my boss had 'table envy' upon seeing these beauties in the COBA labs and felt it was time for major renovation of our facilities. An additional bonus from the new tables is that their design allowed us to add five more machines to our lab. This is a major plus for the students and has cut down on the waiting list and lines outside the door.



Go ahead - envy our tables!

The ACS/Adaptive lab staff then upgraded all of the lab's computers to Pentium Dual Core

830 Towers with sound and video. DVD burners are featured on every machine and students are also able to use ATechFlash Pro9 multi-format card readers installed on each machine. These readers support 10 flash media formats:

1. (CF) Compact Flash™ Type I
2. (CF) Compact Flash™ Type II
3. (MD) Microdrive™
4. (MMC) MultiMedia™
5. (SD) Secure Digital™(true 4-bit support)
6. (SM) Smart Media™
7. (MS) Memory Stick™
8. (PRO) Memory Stick PRO™ (true 4-bit support)
9. (MG) MagicGate Memory Stick™
10. (xD) xD-Picture Card™.

This card reader is especially helpful for those folks needing to work with photos from digital cameras. All of the 29 new PC's in the lab are running Windows XP. Applications are distributed to the machines via ZENworks 6.5 utilizing a newer way of packaging applications which make their on-demand delivery much faster.

The ACS/Adaptive Lab is still being worked on. We are currently evaluating our monitors with the intent to soon upgrade to 20.1 - inch flat-panel displays. Our new adaptive machines are still under construction. Additionally we purchased and installed a Dell 5100cn color laser printer with color - printing of student assignments accessible with permission from the lab staff and management.



The new COBA Graduate Lab is now open for business

As mentioned above, the labs located in the College of Business Administration also received a "table face-lift" which allowed them to put more machines in their rooms. The COBA labs feature tower PC's and 20.1 - inch flat panel displays. New Dell printers were installed and a new COBA graduate lab has been established in BA333. COBA also has several email/web-browsing kiosks outside of the lab area on the first floor of the Business Administration Building.



CAS upgraded and added several new kiosks

In the College of Arts and Sciences, the summer upgrade theme was "add more user kiosks" because of the incredible popularity of the original email/web-browsing kiosks found on the third floor of the GAB. CAS added six stand-up kiosks in the Wooten Hall first floor atrium, six sit-down kiosks in the GAB second floor study area, and updated the GAB third floor kiosk area adding electrical connections for the carrels so students can plug in their laptops and not drain their laptop batteries. Chairs were purchased for all these carrels.



COE has beautifully maintained and welcoming facilities

Keeping with the kiosk theme - the College of Education lab now features several kiosks outside their main facility also.



Ever wonder what a sound isolation booth is? Here is one! Here is also the new COM MIDI Station

The College of Music folks were busy this summer. Scott Krejci, lab manager writes, "The

College of Music Computer Lab offers a variety of opportunities for audio production and recording. Possessing robust audio software available on all its computers, the COM Lab also touts a new 12'x10' isolation booth connected to an industry-standard ProTools workstation. This workstation is equipped with leading industry plugins and software which, when combined with a wide array of microphones, can be used in the production of all styles of music. Students wishing to experiment with any type of recording are encouraged to check out our facilities." Krejci further adds that the lab has a new, more robust MIDI workstation featuring Proteus 2000 and Nord synthesizers and a huge cache of impressive virtual instrument libraries including The Vienna Symphonic Library, East/West Symphonic Library, Mach Five Library with Latin and Middle Eastern instrument additions, Reason, and Native Instrument Libraries.

In other areas, the School of Visual Arts continues to offer the finest printing facilities for student course-based art work and the lab at the University of North Texas Dallas campus has all new small-form-factor machines and several kiosk and laptop areas. The Willis 24-hr lab has also upgraded to all new small-form-factor machines and has added .Net to its list of supported applications. The Willis lab now also has five laser printers to keep up with printing demand. The Graduate Lab proudly sports new lab chairs and the PACS/SMHM lab has a significantly larger technical staff. The College of Engineering continues to plan a facility re-construction to accommodate the increasing use of the Research Park.

So, though we all dealt with new Novell upgrades, new hardware architecture, many major room and furniture renovations, and new operating systems - we have finally managed to get most of it done. Come by all of our labs sometime; you will be pleased with our state-of-the-art facilities and great customer service! As always, you can find out everything you need to know about the labs by visiting www.gal.unt.edu.

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Using the Adobe Education Website - Revised November 2005

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

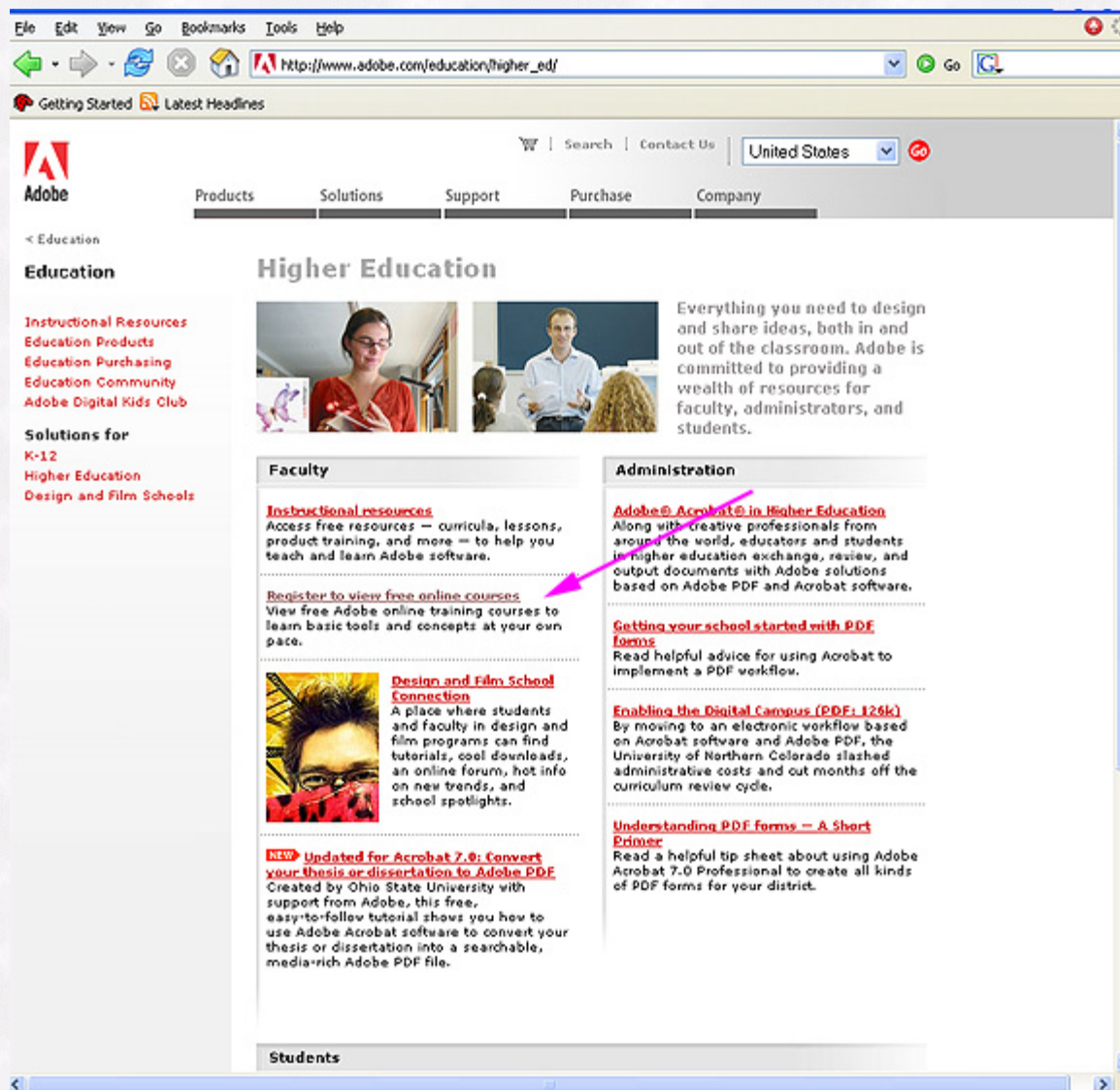
Adobe has recently changed the layout of their educational website. This updated tutorial reflects the change.

The use of Adobe products - especially Acrobat - has become ubiquitous on the UNT campus, with most of the General Access Computer Labs featuring applications such as Photoshop and Illustrator on their desktops and the inclusion of duties requiring digital editing and publishing in almost every facet of staff and faculty work. As coordinator of computer-based training on campus, I am continuously getting requests for training in these often very 'dense' applications and their use. Unfortunately, traditional online learning companies often take several months (and sometimes years) after a product's release date to provide training in that particular version of the application. Adobe has attempted to mitigate this problem by providing a market-savvy free training solution which helps current and potential customers become more familiar and more comfortable with their products while giving almost instantaneous training reinforcement in the newest versions of applications to coincide with their release. Fortunately, this is one commercial solution which has the happy result of helping the company AND the customer at the same time.

The homepage of Adobe Education and Training

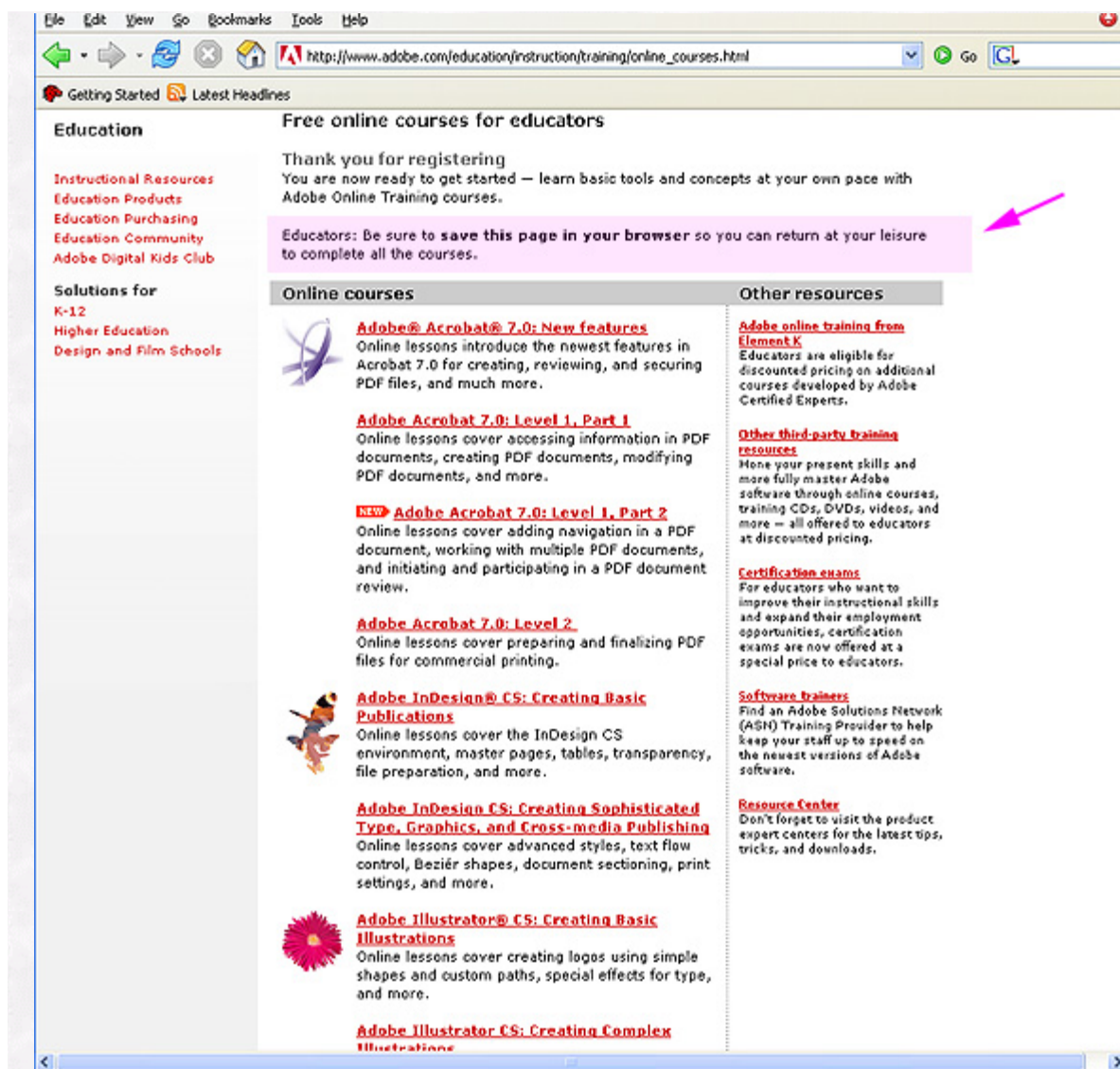
The extensive free training in Adobe products offered at <http://www.adobe.com/education/> gives you every tool you will need to make use of these applications. I personally have pretty extensively 'vetted' the site and so have members of the CITC Helpdesk team. So far we have all been pretty impressed.

The majority of useful training can be found under the **Higher Education** heading (circled in the picture above). After you click on Higher Education you will get a general table of contents page which allows you to pick your courses. Click on **Register to view free online courses**. After choosing this you DO, unfortunately, find the one 'gotcha' page - yep, you've got to register! Oh well, the Adobe spam just goes into my GroupWise spam filter along with all the Rolex and Viagra ads!



The official Adobe Spam Generator Registration Page

After you register, you get a Table of Contents page - be sure to save that in your Bookmarks - then you can just click on the bookmark next time and avoid having to register again.



The Table of Contents of Adobe Curriculum




After that you simply click on the link to the info you need and start accessing courses. If you are looking for a particular solution to a question (ex. "How to use paths in Photoshop CS?"), simply use the Search engine provided on the Adobe site. The training and instructions are thorough and well-illustrated:

Unit 5: Introduction to Graphics

Lesson 5.3: Photoshop Basics

The Default Palettes

The typical default palettes that open during the Photoshop startup are:

<p>Tools — This palette (also known as the Toolbox) shows the various tools available within Photoshop.</p>	
<p>Options — This palette displays the available settings for the currently selected tool in the Toolbox. The example below shows a portion of the options palette for the Horizontal Type Tool. The Options Palette changes, based on the tool selected.</p> 	
<p>Navigator — This palette is used to navigate within an image or to adjust the zoom level of an image. A red View Box Marquee appears around the entire image until the zoom level of the image is altered. Once the zoom level is changed, the View Box Marquee is used to navigate within the image. The Hand Tool appears when the cursor is placed over the image in the Navigator Palette and is used to navigate the View Box Marquee. The Navigator Palette can also be used to zoom in and out. A set of zoom options are available at the bottom of the Navigator Palette. The zoom options from left to right are: the zoom field where a zoom percentage can be entered; the Zoom Out button; the Zoom Slider; and the Zoom In button.</p>	
<p>Color — This palette is used to choose colors and to adjust foreground and background colors. Values can be entered directly into the Red, Green, and Blue fields to mix colors to obtain the desired color.</p>	

A well-illustrated example of training

These training resources should be quite helpful for students, faculty, and staff looking to begin using Adobe products or to update their knowledge about them. These are a great supplement to hands-on classroom training and courses also. Tom Dent, our sales rep for Adobe also points out the following regarding the popular, long-running Adobe *Classroom in a Book* series: "For every Classroom in a Book, for every product, all chapters are downloadable FREE from our Education web site at:

<http://www.adobe.com/education/curriculum/classroominabook.html> All you need is one hard copy that has a CD in the back with the exercises. Schools use these all the time for their classroom training."

If you have any questions about accessing the Adobe online training please contact the CBT coordinator at ehinkle@unt.edu. Now - I am off to learn more about those paths in Photoshop which I NEVER have understood! My thanks to Mike Wright for his initial research about this valuable resource. This revised tutorial can also be found at http://www.unt.edu/cbt/adobe_use_revised.html.

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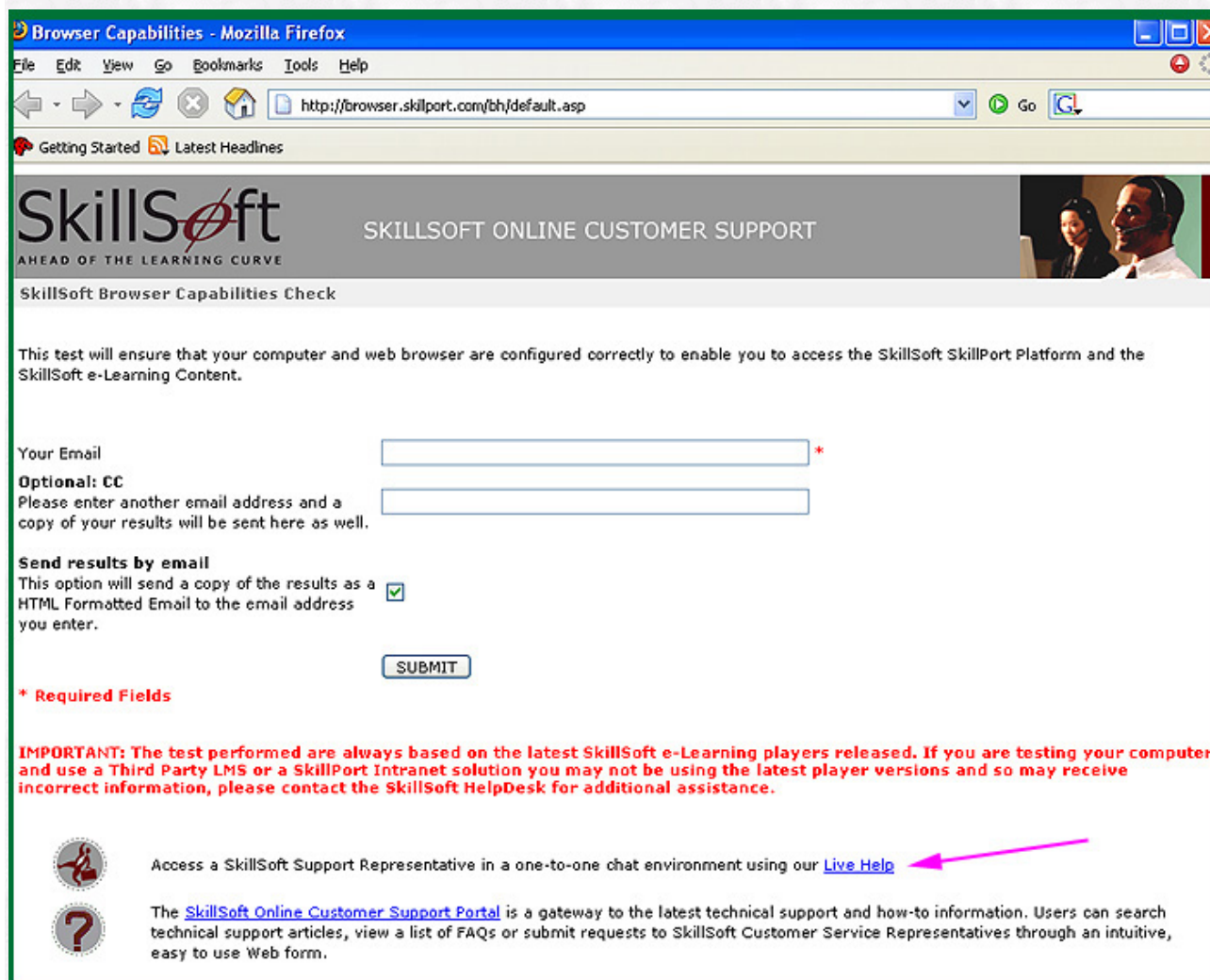
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SkillPort and Thomson NETg Offer Easy-to-use Browser Compatibility Testing for Online Learning

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

Occasionally, I get queries from UNT community members trying to use our online training who are having difficulties getting it to work on their machines. Fortunately, our major computer-based-training vendors offer easy-to-use websites to test browser compatibility for their products.

Most compatibility issues with SkillPort are due to Java version issues. Running the compatibility test will quickly tell you whether this is the problem. The SkillPort compatibility website is located at <http://browser.skillport.com/bh/default.asp>.




The SkillPort Compatibility Website

What is also nice about this site is that it provides links to the free browser upgrades you may need for

SkillPort products. Don't worry about the fact that you have to provide an email address - this is simply so the report can be emailed to you for future reference. You won't get "CBT spam" or anything like that! Also note, that there is a link where you can do a live chat session with SkillPort Tech Support free of charge.

Most Thomson NETg/KnowledgeNet issues are due to having the wrong version of Flash. Just go to the site <http://www.knowledgenet.com/test/noflash.html> and the compatibility test will automatically run.



It appears that your browser does not have the Flash 6 plugin installed.

To view this web site, you need the **Flash 6 Player** (a free browser add-on for animation, interactivity, and sound).

Flash 6 Player Installation Instructions for Windows Netscape:

1. Click here to download the Windows Flash Player Installer for Netscape (270KB). Choose the directory where you want to save the Flash Player Installer and click Save.
2. Quit your browser and double-click the Flash Player Installer icon.
3. Select the Flash Player-compatible browser you want to install the Flash Player into and click Continue.
4. The installer relaunches your browser and opens to the Macromedia Flash Players Download Center to complete the installation.

Supported browsers and platforms:

Platform	Internet Explorer 5+	Netscape 7.x+	Processor	Memory
Windows 95	✓	✓	Pentium	32MB
Windows 98	✓	✓	Pentium	32MB
Windows NT	✓	✓	Pentium	64MB
Windows 2000	✓	✓	Pentium	64MB
MacOS 9+	✓	✓	PowerPC	64MB
MacOS X+	✓	✓	PowerPC	64MB

The NETg Compatibility Website

Thomson NETg, unfortunately does not offer the live chat help but their product is compatible across a wider variety of operating systems and browsers.

So before [contacting your friendly UNT CBT Administrator](#), you may want to run these tests first. Often the problem you have can be fixed quickly and easily by you!

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Today's Cartoon

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**“Dear Mom and Dad...How have you been?
 I am fine. I miss you. If my hard drive
 ever crashes, I will come downstairs to visit
 you sometime. PS: Please e-mail me some food.”**

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

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Network Connection

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

Federal Eavesdropping: Coming to an Internet Near You

The Federal Communications Commission ([FCC](#)) recently released an [order](#) which may affect Internet Service Providers, their customers, and the Internet as we now know it. This order extends provisions of the Communications Assistance for Law Enforcement Act ([CALEA](#)) to allow surveillance of information passing over any "facilities-based broadband Internet access." Facilities-based service providers are defined as those that "provide transmission or switching over their own facilities between the end user and the Internet Service Provider (ISP)." Plainly put, this extension of CALEA allows law enforcement authorities with a "court order or other lawful authorization" in their pocket to monitor and record any information transmitted over the Internet from any point on the Internet that they choose. As far as we know, it's up to the service provider to foot the bill for any changes on their network that are needed to allow such activity.

CALEA's Origins

CALEA was passed in 1994 and went into effect on January 1, 1995. Its primary aim was to ensure that law enforcement agencies had the same type of wire tap access to digital phone systems that they had been used to with the analog and mechanical phone systems that had operated for many years before. Digital phone systems no longer had a wire to tap, at least not at the phone company office. Instead, some kind of digital device, like a computer, had to be used to intercept conversations and CALEA required telecommunications companies to provide such an interface for law enforcement use. CALEA also mandates that call identifying information be made available as well.

So, how did we get from tapping phone conversations to monitoring Internet traffic under CALEA? The answer is found in the FCC order which was released on September 23 of this year. This was in response to a March 10, 2004 petition by the Department of Justice "asking the Commission to declare that broadband Internet access services and VoIP services are covered by CALEA." The resulting FCC order reads either as a brilliantly constructed legal argument or a guaranteed "A" in a creative writing class, depending upon your point of view.

The World According to the FCC

The FCC's extension of CALEA is based upon the "Substantial Replacement Provision" (SRP) of the law (section 102(8)(B)(ii)). That provision allows for a telecommunications carrier to be defined as "a person or entity engaged in providing wire or electronic communication switching or transmission service to the extent that the Commission finds

that such service is a replacement for a substantial portion of the local telephone exchange service. . . ." The definition is qualified, however, to exclude "persons or entities insofar as they are engaged in providing information services. . . ." CALEA defines information services to include "electronic publishing" and "electronic messaging services."

You would think that Internet services, which primarily consist of publishing and messaging services, would be exempt from CALEA. However, the current FCC commissioners think otherwise. They aver that "while the storage of an e-mail message falls within CALEA's Information Services Exclusion, the transmission of an e-mail message is subject to CALEA." The [Communications Act](#), last amended in 1996, defines many regulations concerning telecommunications services and information services. In their CALEA order, the FCC states, "We thus find that the classification of a service as an information service under the Communications Act does not necessarily compel a finding that the service falls within CALEA's Information Service Exclusion." In other words, if it walks like a duck and quacks like a duck, the FCC is in no way willing to concede that it is a duck.

The FCC argues that "broadband Internet access providers satisfy each of the three prongs of the SRP: (1) they are providing a switching or transmission functionality; (2) this functionality is a replacement for a substantial portion of the local telephone exchange service, specifically, the portion used for dial-up Internet access; and (3) public interest factors weigh in favor of subjecting broadband Internet access services to CALEA." They claim that "broadband Internet access service providers provide a replacement for a substantial portion of the local telephone exchange service, specifically, the portion of local telephone exchange service that provides subscribers with dial-up Internet access capability."

CALEA and Higher Education

Using their own logic, their argument seems to exempt most U.S. universities from coverage under this order. Most universities made initial connections to the Internet with leased data lines and never utilized dial-up Internet access capability. Therefore it seems hard to claim that university facilities have replaced substantial portions of the local telephone exchange service. However, I'm sure that the FCC's response would be, "Commenters have not persuaded us otherwise."

A number of responses to the CALEA order have come from the higher education and research community. The American Council on Education ([ACE](#)), a coordinating organization for institutions of higher education in the U.S., filed a [lawsuit](#) alleging that this order would represent a \$7 billion expense to colleges and universities and would thus be an inefficient approach to providing law enforcement access. ACE also recently submitted [comments](#) to the FCC arguing that "Higher education and research institutions should be exempt from new . . . rules" because "Congress never intended to impose the burdens and cost of CALEA compliance on the information services provided on a non-common-carrier basis by educational and research institutions."

Another last-minute comment to the FCC came from a group of network organizations connected to the [NLR](#). They argue that networks such as Internet2 and the NLR are private facilities and any monitoring should be done where such private networks connect to commercial Internet service providers. This seems consistent with the provision of CALEA which exempts private networks from the same law enforcement assistance as other telecommunications networks. It remains to be seen whether this argument will sway the FCC. More information on CALEA's relation to and impact on higher education can be found on a [site](#) maintained by [EDUCAUSE](#).

It's important to note that the September 23 FCC order is the first of a two-part ruling. In the coming months they will issue an other order which defines the "assistance capabilities required" and the "entities subject to CALEA." The comment period for influencing these decisions closed as of November 14, 2005.

1984 Redux

As a backdrop to the activation of this FCC order, we have Congress considering to make permanent many provisions of the [USA Patriot Act](#). Among these is the ability of the FBI to issue national security letters. According to a November 11 Washington Post [story](#), "A national security letter cannot be used to authorize eavesdropping or to read the contents of e-mail. But it does permit investigators to trace revealing paths through the private affairs of a modern digital citizen. The records it yields describe where a person makes and spends money, with whom he lives and lived before, how much he gambles, what he buys online, what he pawns and borrows, where he travels, how he invests, what he searches for and reads on the Web, and who telephones or e-mails him at home and at work." The Post states in the same article that there have been more than 30,000 of these letters issued per year since the Patriot act originally passed.

Is it paranoia if Big Brother really is watching?

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Link of the Month

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

[University of North Texas](#)
[Computing Center](#)

GroupWise Tutorials: *New Website Feature*

Situation: You would like to search find tutorials easier on the GroupWise tutorials page.

Solution: Try the new table of contents page, <http://ncs.unt.edu/gw/howto/toc.htm>

How to do it: I have recently added a Table of Contents to the GroupWise Tutorials site to make it easier to find what you are looking for. In addition, I have added several new tutorials to the site:

- [Junk Mail Handling](http://ncs.unt.edu/gw/howto/junkmail/jmhandling/index.htm) - <http://ncs.unt.edu/gw/howto/junkmail/jmhandling/index.htm>
- [Proxying](http://ncs.unt.edu/gw/howto/collaboration/proxy/index.htm) - <http://ncs.unt.edu/gw/howto/collaboration/proxy/index.htm>
- [Using Apple's Address book to lookup UNT email addresses.](http://ncs.unt.edu/gw/howto/addressbook/LDAP/LDAP-AB-4Mac/index.htm) - <http://ncs.unt.edu/gw/howto/addressbook/LDAP/LDAP-AB-4Mac/index.htm>

If you are having any trouble with GroupWise, please [contact your network support staff](#)

first. Do not call me for technical support. If there is a system incident, we will work with your network support staff to resolve it.

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IRC News



Minutes provided by Sue Ellen Richey,
Recording Secretary*

October 25, 2005

VOTING MEMBERS PRESENT: PHILIP TURNER, ELIZABETH HINKLE-TURNER, PAUL HONS (for JUDITH ADKISON), WIL CLARK (for JOHN PRICE), PATRICK PLUSCHT, LOU ANN BRADLEY, RAY BANKS, JON NELSON, RAMU MUTHIAH, JIM CURRY, JENNIFER LAFLEUR (for GUILLERMO OYARCE), TIM CHRISTIAN, UWE ROSSBACH **NON-VOTING MEMBERS PRESENT:** MAURICE LEATHERBURY, JAMES STRAWN, PHILIP BACZEWSKI, SUE ELLEN RICHEY (Recording Secretary) **MEMBERS ABSENT:** CHRISTY CRUTSINGER, CENGIZ CAPAN, DON GROSE, ROBERT NIMOCKS, CHUCK FULLER, JONEEL HARRIS, JOE ADAMO, ABRAHAM JOHN, MAX KAZEMZADEH, BRUCE HUNTER, MARGARET AMBUEHL, TOBYE RAE NELSON, DOUG MAINS, BOBBY CARTER, JOHN HOOPER, DOUG MAINS **GUESTS:** CHARLOTTE RUSSELL

DCSMT**

Philip Baczewski reported for the Distributed Computing Support Management Team that the group last met on October 7. Glen Haubold of UNT Facilities gave a briefing to the group on the power maintenance that was scheduled for October 9 to affect the GAB and ISB. Generators were provided to keep critical IT resources operational in both buildings during the maintenance. In other business, the ad hoc committee created to evaluate support of Instant Message client and server systems presented its final report in which GroupWise Instant Messenger was to be adopted for support by the CITC. Other IM systems were evaluated, but the committee found no compelling reasons to adopt an alternate implementation for Instant Messaging. DCSMT did not meet on its scheduled October 21 date, because a number of people (including the chair) were attending EDUCAUSE in Orlando, Florida.

There was some discussion about the use of GroupWise Instant Messenger having been released to UNT users upon request. The decision by DCSMT to use this product was that in the event of a disaster, GWIM would provide a small and quickly-installable system that would allow communications across campus until the full GroupWise system could be restored. The reason that GWIM was selected over other instant message (IM) clients was that it provided a secure option to the other IM services such as Yahoo, or AIM. It was stated that a user would have to install the client in order to access GW Instant Messenger remotely.

Learning Enhancement Planning Group, Distributed Learning Steering Committee

Patrick Pluscht reported that grant proposals are due Nov. 1st. The review committee will meet and have their recommendations made by mid December. The pre-proposal workshop held to assist faculty was very successful. Patrick noted that the Learning Enhancement

Planning Group will meet Nov. 14 jointly with the Distributed Learning Steering Committee. On Monday, Oct. 24th they saw a demo of Lesson Builder's product Chalk Talk which aids in the production of web pages from regular word documents. They are planning a demo of Course Genie, Live Classroom and Voice Tools, and the committee will again pick up work on review of clicker technology.

Standards & Policy Planning Group

Tim Christian reported that the Standards & Policy Planning Group met on October 11 and elected him as Chair. Their immediate business was revision of two policies: 1) the Web Publishing Policy 3.9, and 2) the Information Resources Security Policy 3.6. Tim distributed copies of both policies explaining that there were minor clerical and compliance changes to these existing policies and asked for responses directly to him at tim@unt.edu prior to the November meeting of the IRC so that final drafts can be brought to that meeting for approval. Tim noted that the only major revision requires that all UNT web sites be registered with the University.

Student Computing Planning Group

Elizabeth Hinkle-Turner reported that the Student Computing Planning Group has not met but she distributed copies of a replica of the new sign that will soon be in place on campus. The new sign will show the location of all of the general access labs. In addition to the large sign in the Willis Library Lab, there will be posters of the sign in each of the labs. Elizabeth noted that several labs have expanded their hours to 2:00 a.m., and distributed copies of an article she wrote for Benchmarks, in which lab hours are noted. In addition, Elizabeth pointed out that the Police Department has stepped up their patrol of buildings in which labs will be open past midnight.

EIS Planning Group

Maurice Leatherbury reported for the EIS Planning Group that CITC is close to signing a contract with Cognos for some business intelligence reporting package for EIS (which will include budgeting reports). CITC expects to have the software in place by Spring Break, and will try to push all reports in EIS through that product with licenses being used mostly by administrative staff. Maurice noted that UT Austin uses the product very successfully for delivery of data to faculty and staff. Maurice stated that the product is web-based and is not sure if it is Internet Explorer specific or not.

“Turn It In”

Patrick Pluscht reported that the license for “Turn It In” will be renewed at \$.675 per student, making the cost just under \$20,000 for another year, which amounts to about \$4,000 more for the upcoming year. He reported that all of the deans support the renewal of the product, and the faculty is very pleased with it.

WebCT

Dr. Turner reported that twice weekly meetings are still being held with WebCT folks and announced that the company has been bought by Blackboard. UNT is currently using WebCT Vista Ver. 3.x and does not plan to upgrade to Ver. 4.0 until that version has been proven reliable by other Vista users. He reported that the conversion from the Campus Edition to Vista is proceeding on schedule with over 50% of the courses now converted.

Maurice Leatherbury added that he spoke with the Chief Technology Officer about UNT's situation while he was at the recent EDUCAUSE conference. It seems that the President of WebCT will remain on staff of Blackboard as a consultant for a year and that some other high level executives will remain with Blackboard. He expressed his concern about UNT's relationship with Blackboard and the continuing need for a high level of support for UNT's WebCT Vista installation. The merger or buy-out is still under review by the FTC but the executives of WebCT foresee no problem with getting it approved.

Other Business

Maurice Leatherbury remarked that UNT has become a Sakai partner and CITC has processed a purchase order for a Sakai server.

The minutes of the September 20, 2005, IRC meeting were reviewed and one correction made on page 3 in the third paragraph from the end:

“Ray Banks reported that the SGA has started something called Eagle Text through which students can swap books with other students on campus. There are **volunteer student** programmers working on an online service to accomplish this and enable students to pay each other through a third party (like PayPal) if they just want to buy a book from another student.”

Elizabeth Hinkle-Turner moved for approval of the minutes, with the noted correction. Tim Christian seconded the motion and the minutes were approved as amended.

There being no further business, the meeting was adjourned.

* 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

Link to the last RSS article here: [A Kinder, Gentler R - An Easier to Install Version of R for the Windows Platform](#) - Ed.

Part I: From The Source - R 2.2.0 on OS-X Tiger 10.4.3

By [Patrick McLeod](#), ACS Research Consultant

Introduction

Installing R from source on OS-X involves a lot of preparation to get a successful result. Building from the foundation in a sure manner will reward the researcher with a solid statistical application as the end result. Be sure to reference the official R for Max OS-X FAQ: <http://cran.r-project.org/bin/macosx/RMacOSX-FAQ.html>.

The Right Tools For The Job

The starting point for a successful R installation is the base installation of OS-X. Unless you've installed OS-X on your laptop or desktop and know you've installed the full X11 suite, stop reading this article and get ready for a new installation of OS-X. The default installation for OS-X does not install the full X11 suite which is required for many open source research tools to compile, install and properly run. Once you've backed up and re-installed with the full X11 suite for OS-X, the first thing you need to download and install is the latest version of XCode Tools. This is available from <http://developer.apple.com>; there is registration required for this site, but there is no fee for accessing the latest downloads. For this installation, the latest version of XCode Tools is 2.1, released on November 11, 2005. After you've downloaded and installed XCode Tools and run a Software Update for your system to insure it is fully patched, you are now ready to collect the dependency packages that form the foundation of the R system: f77, gfortran, teTeX, TCL and TK.

Just as a poorly laid foundation will sabotage a grand mansion built on top of it, 75% of the battle in installing R on OS-X from source is getting the necessary packages in place to satisfy the dependencies for compilation and installation. A package management system is ideal to streamline this process. Fortunately a perfect solution exists for the researcher using OS-X: Fink. Fink ports the functionality of the apt package management system from Debian to OS-X. Finding and installing packages is as easy as apt-get install *yourpackagename*. Information, instructions and downloads are available from <http://fink.sourceforge.net>.

Once you've downloaded and installed Fink, you're ready to get the dependencies you need for compilation and installation. OS-X 10.4.3 with a full X11 installation and the latest version of XCode tools will satisfy the requirements for X11 and libreadline. Here are the packages that I either fink installed or apt-get installed to prepare for my R installation: GCC3.3 or later, teTeX , a Fortran 77 compiler (f77 or g77) and for good measure gfortran. In addition to these, I downloaded tar balls of latest versions of TCL and TK from <http://www.tcl.tk/software/> .

While the paragraph above reads like these installations will be straightforward and easy, there are always problems with something in these packages. In the several cases where I've encountered problems, I've found that copying portions of or whole error messages from the command line into Google and searching will result in finding a solution to your problem...or finding that your problem has no solution!

Putting It All Together

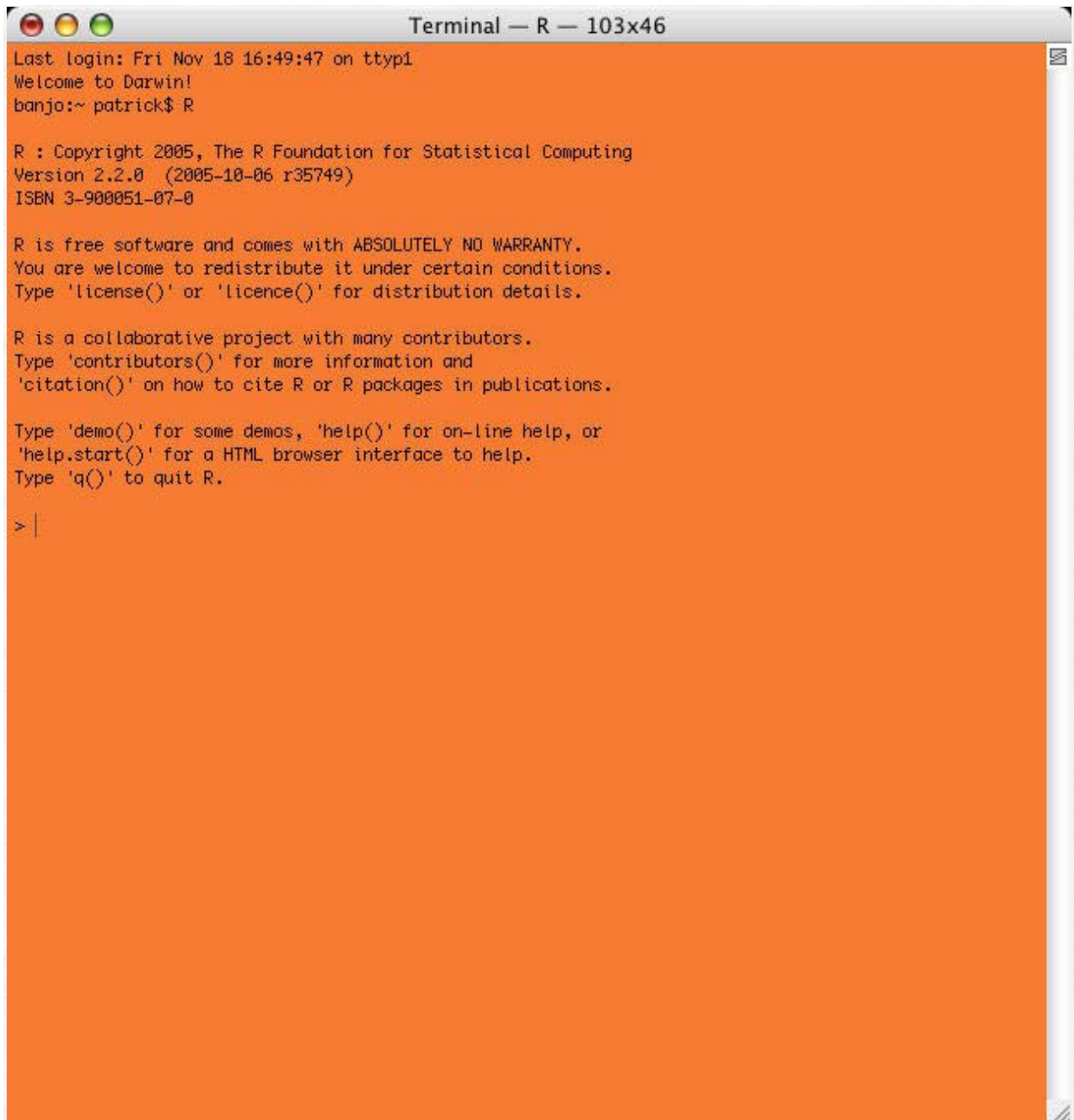
After you've successfully installed X11, the latest version of XCode tools, Fink, GCC3.3 or later, teTeX, f77, gfortran, TCL and TK, you're ready to do the easy part: Downloading, compiling and installing and R. R 2.2.0 source is available from <http://cran.r-project.org/src/base/R-2/R-2.2.0.tar.gz> . Once you've downloaded the source code, issue the following commands to untar, compile and install R on your system:

```
tar -zxf R-2.2.0.tar
>>output omitted<<
./configure
>>output omitted<<
make
>>output omitted<<
sudo make install
>>output omitted<<
```

To run R from the command line, you'll want to set up a symbolic link to the R installation inside your library frameworks. Assuming that /usr/local/bin is in your path, the following line will get it all working:

```
sudo ln -s /Library/Frameworks/R.framework/Resources/R /usr/local/bin/R
```

Now you can type R at a command prompt and invoke R 2.2.0:

A screenshot of a terminal window titled "Terminal — R — 103x46". The window has a dark orange background. The text inside shows the R startup sequence: "Last login: Fri Nov 18 16:49:47 on ttty1", "Welcome to Darwin!", "banjo:~ patrick\$ R", "R : Copyright 2005, The R Foundation for Statistical Computing", "Version 2.2.0 (2005-10-06 r35749)", "ISBN 3-900051-07-0", "R is free software and comes with ABSOLUTELY NO WARRANTY.", "You are welcome to redistribute it under certain conditions.", "Type 'license()' or 'licence()' for distribution details.", "R is a collaborative project with many contributors.", "Type 'contributors()' for more information and", "'citation()' on how to cite R or R packages in publications.", "Type 'demo()' for some demos, 'help()' for on-line help, or", "'help.start()' for a HTML browser interface to help.", "Type 'q()' to quit R.", and finally "> |".

```
Terminal — R — 103x46
Last login: Fri Nov 18 16:49:47 on ttty1
Welcome to Darwin!
banjo:~ patrick$ R

R : Copyright 2005, The R Foundation for Statistical Computing
Version 2.2.0 (2005-10-06 r35749)
ISBN 3-900051-07-0

R is free software and comes with ABSOLUTELY NO WARRANTY.
You are welcome to redistribute it under certain conditions.
Type 'license()' or 'licence()' for distribution details.

R is a collaborative project with many contributors.
Type 'contributors()' for more information and
'citation()' on how to cite R or R packages in publications.

Type 'demo()' for some demos, 'help()' for on-line help, or
'help.start()' for a HTML browser interface to help.
Type 'q()' to quit R.

> |
```

To recap, the most important pieces of installing R on OS-X are X11, the most current version of XCode tools, GCC3.3 or later, teTeX, f77, gfortran, TCL and TK. You don't have to install this through Fink, but it will make life much easier if you do.

In Part II, we'll build R.app (for the R GUI) using XCode and explore the R GUI.

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FrontPage Server Extension Phase-out Plan

By [Shane Jester](#), Central Web Support Manager

Central Web Support has initiated a project that will remove the FrontPage Server Extensions from all CWS supported web servers by May 31 of 2006. While we understand that there will be significant resistance to this decision, the potential consequences of continuing to maintain the server extensions can no longer be ignored.

Why are we making this change?


- Security
 1. FP Server Extensions are no longer supported for UNIX platform
 2. Numerous known un-patched exploits.
 3. Probably numerous unknown un-patched exploits.
- Performance
 1. Server extensions do not run reliably on NFS solutions
 2. Several functions of the Server Extensions do not work properly on more recent UNIX Kernels including counters.

Unfortunately, Microsoft Corporation has left us with little choice as they have discontinued all development work for the UNIX version of the FrontPage Server Extensions. In fact, the version that we are currently running is no longer supported in any capacity. Given the fact that the extensions are nothing more than CGI scripts, every website that we host is vulnerable to defacement hacks using know exploits. We simply can not afford to have UNT's main webpage defaced by known security vulnerabilities.

Additionally, we are already experiencing issues where the current versions of FrontPage Server Extensions are not functioning correctly with newer UNIX kernels and software packages. Since development and support has been discontinued, we can only expect these problems to continue to multiply and escalate. Therefore the only viable option besides moving to Microsoft web servers is to remove the FrontPage Server Extensions from all CWS web servers.

What are the issues?

The largest problem we expect to face is that novice web developers on campus have become



very dependent on the FrontPage client. We therefore expect to see a vocal resistance to the move away from FrontPage. To help combat this problem, CWS is developing tutorials for alternative web editors on our website. Additionally we will continue to teach short courses to teach developers how to use these alternate tools as well as create more documentation on the [CWS website](#).

When will this happen?

Central Web Support has already begun making the preparations for the migration process and we expect to do it slowly and systematically to ensure that our campus web developers are informed and educated. Additionally, this will allow us to ensure minimal impact for the websites themselves. We have already researched and developed the tools that will allow us to replace the most common functions of the FrontPage Server Extensions using industry-standard coding practices. Our goal is to have the Server Extensions completely removed from all production web servers by May 31, 2006

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Short Courses

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

Short Course are over for the fall. Surf over to the [Short Courses](#) page for a sample of the sorts of courses that will be offered this fall (starting, probably, at the end of January).

Important note for Web Developers: The article "[FrontPage Server Extension Phase-out Plan](#)" in this issue of *Benchmarks Online* sets out a time frame for phasing-out FrontPage extensions. Because of this, an increased number of DreamWeaver short courses will be offered this coming spring.

Customized Short Courses

Faculty members can request customized short courses from ACS, geared to their class needs. Other groups can request special courses also. Contact ACS for more information (ISB 119, 565-4068, lynch@unt.edu).

Especially for Faculty and Staff Members

In addition to the [ACS Short Courses](#), which are available to students, faculty and staff, staff and faculty members can take courses offered through the [Human Resources](#) Department, the [Center for Distributed Learning](#), and the UNT Libraries' [Multimedia Development Lab](#). Additionally, the Center for Continuing Education and Conference Management offers a variety of [courses](#) to both UNT and the general community, usually for a small fee.

EIS Training

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

- EIS Training Event Calendar: <https://projectweb.cc.unt.edu/cm/Lists/Events/calendar.htm>
- EIS Timekeeper Training Schedule: http://www.unt.edu/eis/WebHelp/EIS_Glossary.htm
- EIS ePro Training Calendar: <http://www.unt.edu/pps/trainingcalendar.htm>
- Ongoing training is available on WebCT at: http://web2.unt.edu/eis/Training/signup_form.php



GroupWise Training

Information about GroupWise training can be found at the GroupWise Support [site](#). A list of GroupWise 6.5 "Tutorial Topics" can be found here: <http://ncs.unt.edu/gw/howto/index.htm> A GroupWise 6.5 Training CD-ROM is also available. See "[Installing and Using GroupWise 6.5 CD-ROM Training from Thomson NETg](#)" in the June issue of *Benchmarks Online* for more information.

GroupWise 6.5 Seminars

If you would like to have a Basic GroupWise seminar for your area, please contact Jason Gutierrez, Network Computing Services, jasong@unt.edu.

Center for Distributed Learning

The Center for Distributed Learning offers courses especially for Faculty Members. A list of topics and further information can be found at http://www.unt.edu/cdl/training_events/index.htm

The center also offers a "Brown Bag" series which meets for lunch the first Thursday of each month at Noon in Chilton 245. The purpose of this group is to bring faculty members together to share their experiences with distributed learning. One demonstration will be made at each meeting by a faculty member with experience in distributed learning. More information on these activities can be found at the [Center for Distributed Learning](#) Website.

Technical Training

Technical Training for campus network managers is available, from time to time, through the Network Computing Services (NCS) division of the Computing and Information Technology Center. Check the NCS [site](#) to see if and when they are offering any training.

UNT Mini-Courses

There are a variety of courses offered, for a fee, to UNT faculty, staff and students as well as the general public. For additional information surf over to <http://www.pware.com/index.cfm?clientid=2694a>

Alternate Forms of Training

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

For further information on CBT at UNT, see the CBT [website](#). Note also, two articles in this issue of *Benchmarks Online*, "[Using the Adobe Education Website - Revised November 2006](#)" and "[SkillPort and Thomson NETg Offer Easy-to-use Browser Compatibility Testing for Online Learning.](#)" The recently published article "[Project Management Courses Added to the SkillPort CBT](#)

[Website](#)" may also be of interest.

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

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Staff Activities

Transitions

New Employees:

- **Kevin Daniel Cox**, Computer Systems Manager, EIS Tools & User Services.
- **Samantha Winn**, Data Management Student Assistant (part-time).
- **Zachary Sprague**, Data Management Student Assistant (part-time).
- **Santosh Kandhukuri**, EIS Training, Communication, and Administration Student Assistant (part-time).

Changes:

- **Danja Anthony** has moved from a position as Computer Equipment Operator to Production Control Specialist.

Awards, Recognition, Publications, etc.

Elizabeth Hinkle-Turner, Student Computing Services Manager, won third place in the 40-49 year old women's age group in the October 29, Jack-o-Lantern Jog - cross-country 5K sponsored by Denton Parks and Recreation.

Hinkle-Turner, also presented a CDL "[Brownbag Seminar](#)" on November 3 called "Creating Computer-Based Training Links in Online Classes."

Soaring Eagles

The following people were recognized as a Soaring Eagles in the November 2005 issue of the *Human Resources Newsletter*:

- **Cristin Peacock**, University Information Operator, "helped a student from the University of New Orleans find a place to stay for the night."
- **Rory Rivoire**, Data Communications, was thanked for helping "a faculty member with a computer problem during the busiest time of fall registration."

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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:

- [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, Patrick McLeod tells you all about installing R from source on OS-X in "Part I: From The Source - R 2.2.0 on OS-X Tiger 10.4.3."**
- [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 discusses "Federal Eavesdropping: Coming to an Internet Near You." Read all about it!

- [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 feature is "GroupWise Tutorials: New Website Feature"**
- [WWW@UNT.EDU](#) - "WWW@UNT.EDU" is a monthly column written by the Central Web Support [Group](#) in Academic Computing Services. The topics usually focus, in some way, on World-Wide-Web-related issues. **This month, Shane Jester talks about the "FrontPage Server Extension Phase-out Plan." Anyone who develops and/or is responsible for updating websites at UNT should read this.**
- [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 fall Short Courses are over for the fall. Surf over to the [Short Courses](#) page for a sample of the sorts of courses that will be offered this fall (starting, probably, at the end of January).

Important note for Web Developers: The article ["FrontPage Server Extension Phase-out Plan"](#) in this issue of *Benchmarks Online* sets out a time frame for phasing-out FrontPage extensions. Because of this, an



increased number of DreamWeaver short courses will be offered this coming spring.

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

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