

Benchmarks

A green light to greatness.



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Campus Computing News



Student Success Technology System Goes Live

By [Mike McKay](#), Assistant Dean for Undergraduate Curriculum, UNT College of Arts and Sciences, and [Dr. Philip Baczewski](#), Senior Director of Academic Computing and User Services and Deputy Chief Information Officer for University Information Technology

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Outstanding Online Course Awards 2015



By [Sam Gist](#), Instructional Consultant, CLEAR

Every year CLEAR (Center for Learning Enhancement, Assessment, and Redesign) awards select UNT faculty for designing/teaching outstanding online courses. We are once again extending the opportunity to acknowledge exceptional online pedagogy.

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Faculty: Before you Leave for the Summer...



By [Dr. Philip Baczewski](#), Senior Director of Academic Computing and User Services and Deputy Chief Information Officer for University Information Technology

With the successful completion of the Spring semester we can all look forward to various activities this summer. Faculty members may have the opportunity to travel and pursue research or other academic activities. If you fall into this category and will need to have access to research software while you are off campus, Academic Computing and User Services

By the Numbers

Total number of unique visits to *Benchmarks Online*, January 2014 – present (source: Google analytics):

Date	# of Visits
January 2014	2,128
February 2014	1,426
March 2014	1,964
April 2014	1,742
May 2014	1,542
June 2014	1,799
July 2014	2,044
August 2014	4,453
September 2014	2,601
October 2014	2,279
November 2014	2,187
December 2014	2,008
January 15	4,411
February 15	3,979
March 15	2,615

General Student Computer Lab Usage (source: iCheckin/Checkin)

2011-2012 Academic Year

- Total number of machine logins – 1,072,498
- Total number of unique patrons – 26,547

2012-2013 Academic Year

- Total number of machine logins – 1,277,650
- Total number of unique patrons – 28,930

may be able to help.

[Read more](#)  [BOOKMARK](#)   

[UNT Information Technology Holds Customer Service Summit](#)



By [Dr. Elizabeth Hinkle-Turner](#), Director - Academic Computing Technical Services

UNT Information Technology (UIT) held a customer service summit for all levels of IT personnel on May 1 in the Gateway Center. The event was also supported by the Center for Learning Enhancement, Assessment and Redesign (CLEAR) and Information Technology System Services (ITSS) provided significant discussion leadership. Over 60 IT staff attended the event which focused on providing and "owning" customer service support especially in regard to UNT faculty needs.

[Read more](#)  [BOOKMARK](#)   

[Discovery Park Computer Classrooms Get a Desktop Computer Upgrade This Summer](#)



By [Dr. Elizabeth Hinkle-Turner](#), Director - Academic Computing Technical Services

UIT ACUS provides computer classroom spaces at the Discovery Park in DP-B140 (48 PC's), DP-B142 (48 PC's), DP-D212 (24 PC's) and DP-D215 (currently 35 iMacs). The computers in these classrooms will be updated with new machines during the summer of 2015.

[Read more](#)  [BOOKMARK](#)   

[Summer Hours](#)



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

Summer is here, at least as far as the UNT schedule of classes is concerned. Summer 2015 consists of seven sessions and not all campus facilities are open during all the sessions.*

[Read more](#)  [BOOKMARK](#)   

[So Long, and Thanks for All the Fish!](#)



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

All good things must come to an end, as the saying goes, and that includes my employment at the University of North Texas. I started here on May 23, 1979 and the [first issue](#) of *Benchmarks* was published in January, 1980 (it wasn't online back then, I wasn't married, and UNT was called North Texas State University or NTSU). Time marches on!

[Read more](#) [1 attachment](#)  [BOOKMARK](#)   

2013-2014 Academic Year

- Total number of machine logins – 1,276,340
- Total number of unique patrons – 29,545

Today's Cartoon

Click on the link above for an information age laugh.



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By [Mike McKay](#), Assistant Dean for Undergraduate Curriculum, UNT College of Arts and Sciences, and [Dr. Philip Baczewski](#), Senior Director of Academic Computing and User Services and Deputy Chief Information Officer for University Information Technology

On April 20, 2015, UNT went live with our first campus-wide software tool for academic advisors and student support staff. Based on Salesforce CRM, this new platform brings together data from three systems (PeopleSoft, Tracking, and SAM) to provide a more comprehensive view of a student record while allowing advising and student support offices to share information about their individual meetings with students.

In addition to advisors from all colleges and schools, the project provides Salesforce access to the Learning Center, Class Concierge Services, and Athletics Advising and we are currently planning to add Salesforce access for all additional student/academic support units on campus (Dean of Students, Financial Aid, Admissions, Housing, Counseling and Testing, the Graduate School, Registrar's Office, and Career Center, to name a few.)

The outcomes of phase one of the project include: better communication about students utilizing advising and support services on campus, the ability to track student use of advising and support services on campus through robust reporting features, and the ability for advising and support units on campus to track paperwork related to students. Academic Advisors and Student Support Staff now have fewer systems they need to use to review a student's record and advising history. By moving the data and functionality of the two homegrown advising systems, Tracking and SAM, we were able to sunset these two aging systems. We are now beginning phase 2 of the project, a comprehensive scheduling utility to allow students easy access to advisors and other support resources, and phase 3, a 360 degree view of student information that will further integrate student information sources with the Salesforce student success platform.

For more information about this project, contact Dr. Philip Baczewski (baczewski@unt.edu).

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Outstanding Online Course Awards 2015

By [Sam Gist](#), Instructional Consultant, CLEAR

Every year CLEAR (Center for Learning Enhancement, Assessment, and Redesign) awards select UNT faculty for designing/teaching outstanding online courses. We are once again extending the opportunity to acknowledge exceptional online pedagogy.



If you, or a faculty member you know designed or taught an online course in 2014 that you think is worthy of consideration for this award, please fill out the nomination packet (see link below) and send it back to CLEAR by **June 8th, 2015**. Nominations should be sent via email to samuel.gist@unt.edu.

Designers/Teachers whose courses are deemed "Outstanding" or "Exemplary" will be notified mid-June. Award presentations will take place during the "Salute to Faculty Excellence Reception Dinner," October 2, 2015.

In addition to the nomination packet included in this email, you'll find CLEAR's Review Form with rubrics attached. Instructional consultants at CLEAR will use this rubric to evaluate course nominations. If you're unsure about what constitutes a quality online course, feel free to reference the rubric as a guide for making your decision.

Awards will include:

- **\$1500** and a trophy given to the recipient who will also be identified as the winner of the "Outstanding" Online Teacher & Course Award at UNT eCampus.com
- **\$1000** and a trophy given to one or two others selected from the nominee pool for "Exemplary" Course Designer or "Exemplary" Course Instructor.
- All winners will be recognized on a perpetual award plaque displayed in the Center for Learning Enhancement, Assessment, and Redesign.

[2015 Nomination Packet](#)

[CLEAR Review Rubrics](#)

We want to thank all of our online teachers who strive to make learning at UNT an exceptional experience. We look forward to receiving your nominations soon!

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Faculty: Before you Leave for the Summer...

By [Dr. Philip Baczewski](#), Senior Director of Academic Computing and User Services and Deputy Chief Information Officer for University Information Technology

With the successful completion of the Spring semester we can all look forward to various activities this summer. Faculty members may have the opportunity to travel and pursue research or other academic activities. If you fall into this category and will need to have access to research software while you are off campus, Academic Computing and User Services may be able to help.

Many of the research and data analysis software packages ACUS supports for enterprise use include an option for faculty home use on a home desktop or laptop computer. Included in this list are:

- STATA
- SAS
- SPSS
- Matlab
- Mathematica

If you frequently use one of these applications and will be off campus this summer, now is the time to arrange for getting access on your home computer.

To request home use of one of these software packages, go to the [RSS Consulting page](#), and click on the [RSS Software Request](#) link. You will then need to log in to the IT Service Portal with your EUID and Password, and make a Research and Statistical Support "Request for Software" by following the on-screen directions. An ACUS staff member will be in touch to provide instructions as to how you can install the particular application you need. Some applications, like SAS and SPSS will require that you borrow install media from our offices. Others, including Matlab and Mathematica, can be downloaded from the vendor web portal once access has been set up. With a little communication and planning, however, we can ensure that these applications are available when you need them.

For more information about software supported by ACUS Research and Statistical Support Services, see the [RSS applications web page](#).

*This is a reprint of an article that was originally published in May of 2013. It has been edited to reflect changing website addresses.

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By [Dr. Philip Baczewski](#), Senior Director of Academic Computing and User Services and Deputy Chief Information Officer for University Information Technology

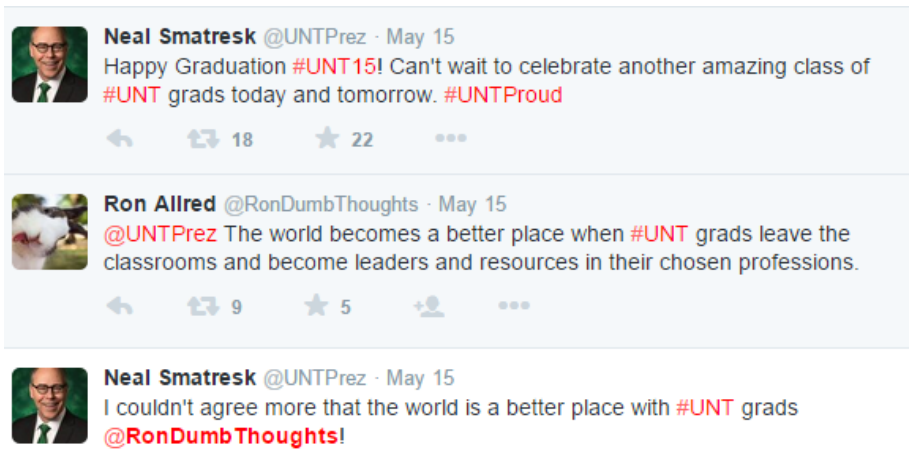
Hash it Out II

It was [reported](#) recently that, in a fit of bi-partison unity, the Texas House of Representatives "gave near-unanimous support" to some official State of Texas Hashtags. Multiple measures were introduced to "make #txlege the official hashtag of the Legislature, #Texas the official hashtag of the state and #TexasToDo the official hashtag of Texas tourism." But, that's not so say the Texas House was only nearly unanimous on trivial items. They also passed a resolution to make "the cowboy hat the official hat of the state."

#Trending

As discussed here [before](#), the hashtag has seemingly lodged itself in our current collective consciousness. It just took two years to reach the alleged consciousness of the Texas Legislature. In case you've forgotten, a [hashtag](#) is a word or phrase preceded by what we used to call a "number sign" or "pound sign" (#). More than one hash tag can describe the same piece of information, so many times you'll see a tweet or a Facebook post with a string of associated tags.

In the world of Twitter, the hashtag serves as a metadata indicator -- that is something that describes the content of an item of information. An @ sign on Twitter identifies a particular Twitter account or user. By searching for a particular hashtag on Twitter, you can find items on a particular topic that may be on folks minds. For example, searching [#UNT](#) recently turned up this piquant exchange:



Back to the Future

Hashtags are so two years ago. For the real trend today, you've got go focus your attention on emojis. [Emojis](#) are those little graphic items like the smiling faces, hats, hands, etc. (👍🎓👏) In the old days, we had to content ourselves with emoticons, which were smiling faces made out of normal characters like this. :) Now, emojis are represented as a digital character set and can be transmitted in all of their 12X12 pixel glory using just two bytes, just like the old emoticons, but fancier.

Emojis have gone from being an embellishment to our messages to being a communication method all their own. For

example, if I send, 🎓👏, I'd be saying, "I'm happy for your graduation - congratulations!" If you are new to emoji speak, I'd suggest employing an [English to Emoji](#) translator until you get the hang of it. It won't be long before we don't need words at all and can represent all of our thoughts in strings of symbols. I'm sure this is an entirely [new](#) idea.

So, since much of business and commerce will soon be transacted via emojis, Texans will be relieved to know that their Legislature doesn't need to be left behind. Announced recently is a set of [Texas emojis](#) that can express purely Texan concepts like the Alamo, Whataburger, armadillos, beer, and Willie Nelson (which is probably enough to communicate almost anything in Texan.) We can be sure that our Texas lawmakers will stay current on all of these kinds of important issues.



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HEAT Online Training

Basic online training for HEAT, an IT Service Management (ITSM) product used by everyone in the UNT System, is now available. You have probably encountered HEAT when reporting a problem or requesting a specific IT service via the [IT Service Portal](#) (ithelp.unt.edu). This training covers the following:

- Logging in and Roles – How to login and choose a role and then change a role
- Incident Management – Submitting an incident for yourself or a customer and working an incident, including tasks
- Service Request Management – Submitting a service request for yourself or a customer and working a service request, including tasks and creating an incident from a service request
- Change Management (For those using ITSS Change Management process) – Submitting a request for change, notifications for request for change, and approving a change request
- Employee Management – Adding employees to teams, moving support staff between teams, moving support staff off team
- Problem Management – Submitting a problem, problem management
- Knowledge Management – Submitting a knowledge item, knowledge review and publishing

To take the training, click on the ITSM Online Training link about half way down the page at the link below. You will be asked to login using your EUID and Password.



<http://itsm.untsystem.edu/service-management>

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Helpdesk FYI

By [Jacob Flores](#), UIT Support Services Manager

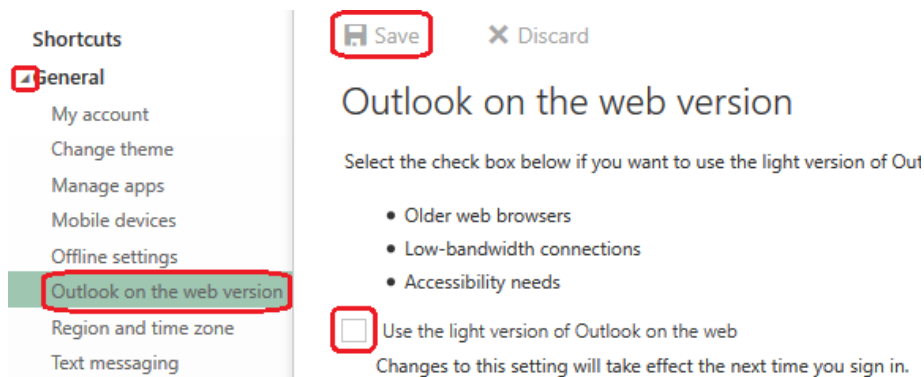
Light version of Outlook on the Web

Using the light version of Outlook on the web may be a desirable option for some. It presents a straightforward view of your email, calendar, and contacts, without the layout elements and animations present in the standard view. Removing these layout elements reduces the need for a faster internet connection and also makes it easier for screen readers to navigate the content of the page. Some features in the standard view will be lost when using the light view. See [this Microsoft article](#) for more info.

If you'd like to try the light version of Outlook on the web, continue reading. Below these instructions, you'll also find how to revert to the standard view.

Enable the light version of Outlook on the web

- 1) Log into EagleConnect at <https://eagleconnect.unt.edu/login/>
- 2) Click on the gear icon at the top right and select **Options**.
- 3) On the left, click on the arrow next to **General** to expand the menu items and select the "Outlook on the web version" menu item.

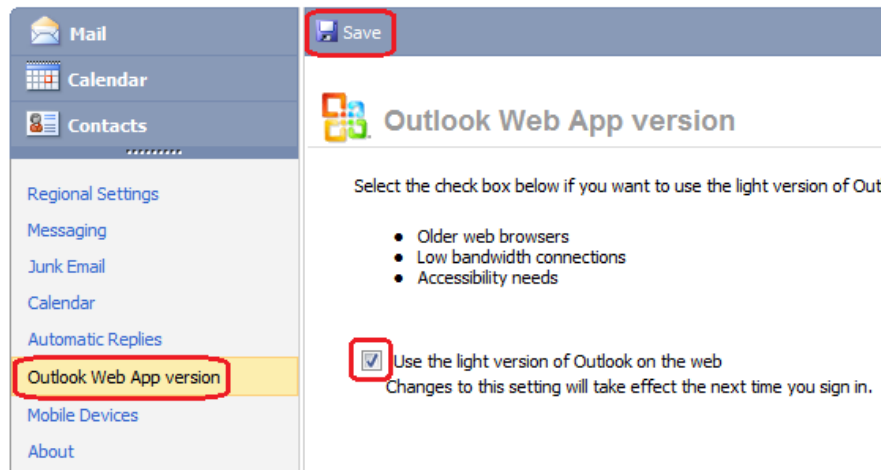


- 4) Now, on the right panel, check the box next to "Use the light version of Outlook on the web" and click **Save** above.
- 5) Click on your avatar at the top right and select **Sign out** to apply the changes.

The next time you sign in, you'll be presented with the light view.

Disable the light version of Outlook on the web

- 1) Log into EagleConnect at <https://eagleconnect.unt.edu/login/>
- 2) Select **Options** at the top right.
- 3) Select **Outlook Web App version** on the left menu.



- 4) Now, on the right, uncheck the box that says “Use the light version of Outlook on the web” and click **Save** above.
- 5) Click **Sign out** at the top right to apply the changes.

The next time you sign in, you'll be presented with the standard view.

“What if I always see the light view, even after making these chang

To use the standard, feature rich view out Outlook on the web, you'll need to use a supported operating system in combination with a supported web browser. See this Microsoft article for a table listing the requirements to use the standard Outlook Web App view.

<https://support.office.com/en-us/article/Supported-browsers-for-Outlook-Web-App-7bb72d5f-0b1d-47f6-bd6f-2623ab3aeed8>

As always, if you have any questions or trouble, feel free to contact the [UIT Helpdesk](#).

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Research and Statistical Support University of North Texas

You may be (stuck) here! And here are some potential reasons why.

Link to the last RSS article here: [Time Series Analysis: Basic Forecasting](#). -- Ed.

By [Dr. Jon Starkweather](#), Research and Statistical Support Consultant Team

I often read [R-bloggers](#) (Galili, 2015) to see new and exciting things users are doing in the wonderful world of R. Recently I came across Norm Matloff's (2014) [blog post](#) with the title "Why are we still teaching *t*-tests?" To be honest, many RSS personnel have echoed Norm's sentiments over the years. There do seem to be some fields which are perpetually stuck in decades long past – in terms of the statistical methods they teach and use. Reading Norm's post got me thinking it might be good to offer some explanations, or at least opinions, on why some fields tend to be stubbornly behind the analytic times. This month's article will offer some of my own thoughts on the matter. I offer these opinions having been academically raised in one such *Rip Van Winkle* (Washington, 1819) field and subsequently realized how much of what I was taught has very little practical utility with real world research problems and data.

The Lady, Her Tea, and the Reverend

It is extremely beneficial to review the history of statistics in order to understand why some fields seem to be slow in adopting contemporary methods and analyses. There are very few books I would consider *required* reading for anyone with a serious interest in applied statistical analysis. Two such books will be briefly discussed here. First, *The lady tasting tea: How statistics revolutionized science in the twentieth century* by David Salsburg (2001); which is a history book, not a statistics textbook. Salsburg's book provides a very good review of the creation and application, as well as the persons associated with the creation, of statistical analyses during what Salsburg refers to as *the statistical revolution*. Salsburg goes into detail about the persons and personalities behind each breakthrough in the field of statistics, such as early pioneers like Karl Pearson, Charles Spearman, Egon Pearson, Jerzy Neyman, and Sir Ronald Fisher; as well as more recent trail blazers like David Cox, George Box, Donald Rubin, and Bradley Efron; and many more between. However, Salsburg's book only covers one perspective of statistics: the *Frequentist* perspective, which includes the ubiquitous Null Hypothesis Significance Testing (NHST) and associated *p*-values. Very, very briefly, this perspective assumes that the model parameters are fixed and assumed to be known and the data are essentially random; for instance, if the null hypothesis is true, what is the probability of this data? These types of problems can be stated in the general form; what is the probability of the data given a hypothesis? In symbols, this translates to:

$$P(D|H)$$

The other book I consider *required* reading for anyone with a serious interest in applied statistical analysis covers the other perspective of statistics: the *Bayesian* perspective. The Bayesian perspective differs from traditional Frequentist inference by assuming that the data are fixed and model parameters are described by a probability distributions, which sets up problems in the form of; what is the probability of a hypothesis (or parameter), given the data at hand? These types of problems can be stated with symbols as:

Sharon McGrayne's (2011) book, *The theory that would not die: How Bayes' rule cracked the enigma code, hunted down Russian submarines, and emerged triumphant from two centuries of controversy* is similar to Salsburg's (2001) book in that both are history books, not statistical textbooks. McGrayne's book, obviously, begins with the Reverend Thomas Bayes' ideas from the 1740s. The book tracks the origins of Bayes' Rule as a theory and concept which for many years was only theoretical because the complex computations required to actually put it into practice were impossible. The book charts the history of the resurgence of Bayes' Rule as computers emerged in the twentieth century which allowed scientists to apply Bayes' Rule to a variety of (often top secret) complex, practical, real world problems.

The Desire to be Quantitative

The importance of the histories mentioned above is critical to understanding how some fields have been slow to adopt more modern methods and analyses. As history can show us, much of the previous 100 years of statistical analysis has been dominated by the Frequentist perspective. Most of the methods and analysis of the Frequentist perspective are designed for use in strictly experimental or quasi-experimental research designs. Therefore, as new scientific disciplines emerged and developed with a desire to be empirically grounded, the only methods available were the traditional analyses – what I refer to as the *usual suspects*. These usual suspects include all the things presented in the vast majority of first year applied statistics courses in departments such as Psychology, Sociology, Education, etc. In fact, it has been my experience that the many, many textbooks used for these classes contain the exact same content and it is often presented in the exact same order. The content begins with definitions (e.g. population, sample, the scales of measurement [Stevens, 1946], independent variable, dependent variable, etc.), then descriptive statistics are covered (e.g. measures of central tendency, variability, shape, & relationship), followed by a discussion of the normal distribution and properties of the Standard Normal Distribution (e.g. Z-scores, also called standard scores), then a brief discussion of NHST and statistical power, then the Z-test is discussed, then the *t*-tests are discussed (e.g. one-sample, independent samples, dependent samples), then oneway analysis of variance [ANOVA] with perhaps a light treatment of factorial ANOVA, then regression – mostly with only one predictor, then subsequent chapters / syllabi cover several non-parametric analogues for the methods previously discussed (e.g. Mann-Whitney *U*, Wilcoxon signed-ranks test, Kruskal-Wallis oneway ANOVA, Chi-square tests, etc.). Now, there is nothing inherently wrong with these methods, they work very well for research designs which provide the types of data they are designed to handle. Unfortunately, these usual suspect analyses each have fairly extensive assumptions which, when the analyses are applied to data which fails to meet those assumptions the resulting statistics are heavily biased or perhaps even invalid. Again, most of these methods were developed for research situations which are truly experimental (i.e. random sampling from a well-defined population of interest, random assignment of cases to conditions of an independent variable, and experimental manipulation of that independent variable while controlling all other variables as much as possible). Unfortunately, true experimental designs are not possible for most of the research done in the emerging or younger scientific disciplines (e.g. Psychology, Sociology, Education, etc.).

Intergenerational Momentum

The previous section hinted at what I mean by *Intergeneration Momentum*. The previous section shows how initially the younger sciences had limited options when it came to data analysis – the Frequentist perspective was the only perspective and therefore, only the usual suspects were available. However, intergenerational momentum is responsible for the fact that the vast majority of young science researchers are still using those usual suspects when more effective methods have been developed. Max Planck (1950) said, “a scientific truth does not triumph by convincing its opponents and making them see the light, but rather because its opponents eventually die and a new generation grows up that is familiar with it” (p. 33 – 34). Unfortunately, even Planck's mechanism for the advancement of science fails in some fields because some mentors stubbornly stick with one or a few analyses. Worse still, some of these mentors use their authority, or power, as the gate-keepers of a successful thesis or dissertation, to pressure their graduate students to use the mentors' preferred analysis or analyses. Therefore, the *intergeneration* reliance upon outdated, and potentially inadequate, analyses continues in a self-replicating stagnation. One of the most frequent examples of an analysis stubbornly being used despite its creator and namesake attempting to enlighten researchers to its limitations is: *Cronbach's alpha coefficient* (Cronbach, 1951). “I no longer regard the alpha formula as the most appropriate way to examine most data” (Cronbach & Shavelson, 2004, p. 403). Alpha has three critical assumptions; two of which (Tau equivalency & uncorrelated errors), are virtually never satisfied by data resulting from most surveys (for more on this topic, see Starkweather, 2012). Like many of the usual suspects (i.e. traditional Frequentist analyses) the assumptions are often not assessed adequately or are simply ignored – meaning, an untold number of research conclusions are likely based upon very biased or simply invalid statistical results.

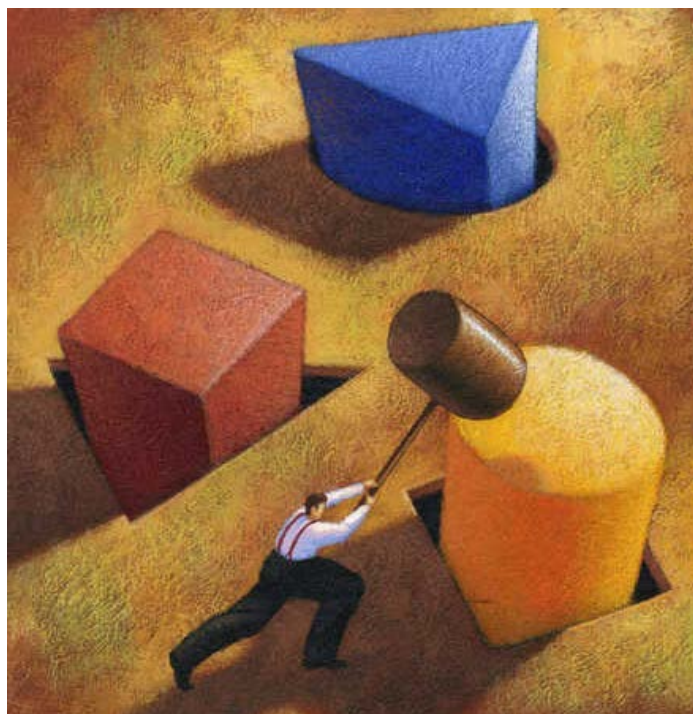
Looking Toward the Future

The primary unit of analysis, for many of the newer or young sciences, is the human being or some aspect of human

experience. Unfortunately, from a research perspective, human beings are extremely complex entities and they are constantly interacting with other complex entities (e.g. other humans, social / cultural systems, political systems, economic systems, etc.). Therefore, researchers whose primary units of analysis are human beings should be collecting data which will allow them to fit, compare, and revise complex statistical models capable of accurately representing the complexity of the researcher's subjects and their numerous interactions with other complex entities (e.g. other humans & other complex systems mentioned above). It is well past the time to recognize that our forbearers' General Linear Model [GLM] statistics (e.g. *t*-tests, ANOVAs, regressions, etc.) should no longer be the default modeling solutions. After all, how many current researchers generate their reports, or manuscripts, using a 1921– 1940 Corona typewriter¹?



The above typewriter, beautiful as it is, also highlights another area of stagnation among many contemporary researchers. Statistical software has advanced at an incredible rate over the last two decades. Yes, my zealously [R](#)-centric eyes are looking at you SPSS and SAS users. There are two, among many, important factors for recommending [R](#) over the other two software packages. First, [R](#) is completely free, like the air you breathe is free. It seems to me almost irresponsible to continue using expensive software (e.g. SPSS & SAS) in this economic climate when free alternatives exist. Second, [R](#) has all the capabilities of SPSS and SAS but, the reverse is not true. [R](#) contains the most cutting edge functionality due to its regular rapid update schedule and the continued expansion of its functionality through new procedures being developed by theoretical and applied statisticians' submitted packages (for more on this topic; see Starkweather, 2013).



Lastly, the image² above reflects the idea that far too many research analysts are using Frequentist methods when Bayesian methods are much better suited for the types of hypotheses and data of the new or young sciences. The problems with the Frequentist perspective, and in particular NHST, have been thoroughly discussed for many years (Efron, 1986; Cohen, 1994; Krantz, 1999; Hubbard, & Bayarri, 2003; Gigerenzer, Krauss, & Vitouch, 2004; Gelman, & Stern, 2006). The bottom line is this, Bayes methods are not a cure all, but they are likely much better for the vast majority of research situations in the new or young sciences. There are many 'introduction to Bayesian statistics' text books available in a variety of fields (see Starkweather, 2011). Furthermore, there are alternatives to both Frequentists and Bayesian methods; such as machine learning techniques, computational artificial intelligence methods, soft modeling methods, and evolutionary optimization based methods (swarm algorithms, MCMC methods, genetic algorithms, ant colony optimization, etc.). Additionally, there are wrapper techniques which can be applied to most any analysis and improve the precision of estimates; such as resampling methods like the bootstrap, boosting, bagging, and model averaging (e.g. ensemble averaging). It's time to de-emphasize the usual suspects of NHST and integrate Bayesian and / or other more current methods into curricula to break the stagnation which severely limits these new or young sciences.

Until next time; here's a gentle reminder that May 4th is not *only* [Star Wars Day](#)... "Tin soldiers and Nixon coming..."

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Footnotes

Footnote¹: Image found at the Smith Corona virtual museum (gallery for 1st generation typewriters, specifically the Corona #3 model): <http://www.smithcorona.com/wp-content/tn3/0/1915CoronaTypewriterCompanyInc.Corona3.jpg>

Footnote²: Image found at the TribePad blog: <http://tribepad.com/2012/01/the-round-peg-round-hole-approach-to-talent-technology/>

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Training

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

Do you need training on widely used computer programs including those used in statistical analysis? If so, this monthly *Benchmarks Online* column is for you.

Statistical Analysis

Instructor-led courses are offered only by special request. Please contact an [RSS member](#) if you are interested in taking such a class or wish to have someone offer a class for your students. [SAS](#), [SPSS](#) and [Introduction to R](#) are offered online. Make sure and check out the recent **RSS Matters** article [Statistical Resources \(update: version 3\)](#).

Special classes can always be arranged with the RSS staff. Also, you can **always** contact the RSS staff for one-on-one [consultation](#). **Please read the [FAQ](#) before requesting an appointment though.**

The Learning Center also offers [statistical workshops](#), in a classroom setting and online. Other resources, especially for graduate students, are also available.

Especially for Faculty and Staff Members

In addition to the online statistical courses, which are available to students, faculty, and staff, staff and faculty members can take courses offered through the [Business Service Center](#), and the [Center for Learning Enhancement, Assessment, and Redesign](#) (CLEAR). Additionally, the [Center for Achievement and Lifelong Learning](#) (CALL) offers a variety of courses, usually for a small fee.


The Business Service Center has recently centralized their business process [training](#) for things like payroll, time and labor, and travel.



Check out the [Office 365 training resources](#) that are now available online.

UNT System Training Resources

Visit [my.unt.edu](#) and login to access tutorials.



University of North Texas System (UNTS) Training

These tutorials provide a place to learn and practice key processes in a simulated environment. First time users should view the [User Productivity Kit \(UPK\) player introduction](#) before proceeding.

All Faculty & Staff

Supervisors & Administrative Staff

Additional Training Resources

Microsoft Virtual Academy

[Who is eligible to participate in MVA?](#)

- Anybody interested in growing their career can be a part of MVA.
- To sign up for MVA , on the [MVA home page](#), MVA courses and events are free, but you need to identify yourself using a Microsoft account in order to sign up for MVA and create your MVA profile.
- There is no minimum level of technical expertise required.

Microsoft E-Learning



Updated instructions for accessing Microsoft E-Learning are below.

As part of an offering from Microsoft, you are eligible to access E-Learning courses online at Microsoft.com. These courses are meant to help you keep up-to-date with the latest major software releases.

Please note that some product and language versions may not be available at the time you activate your courses. For up-to-date information on the availability of E-Learning courses, please visit <http://microsoft.com/licensing>.

To gain initial access to the Microsoft® E-Learning courses, please follow the steps below:

1. Go to: <https://onlinelearning.microsoft.com/subscriptionactivation/>.
2. Input your multiuse access code: Contact [Claudia Lynch](#) or your [Network Manager](#) for the code (*The code is case-sensitive. Be sure to include the dashes and do not enter any spaces.*)
3. You are prompted to sign in using a valid Windows Live™ ID. (This is the user name and password you use to access the site each time you log on.) If you already have a profile on microsoft.com, use that Windows Live ID.
4. You will receive an e-mail confirming your registration.
5. From the confirmation e-mail, click the link to complete the e-mail confirmation and activate your courses.
6. You are prompted to sign in using a valid Windows Live ID, once again.
7. A confirmation page appears indicating that the access code has been accepted (or you may receive an error message if the code was not accepted).

8. Click the *My Learning* link to see list of available courses.

9. Click a course title to launch the offering. You have 12 months from the time of launch to finish that course.

Follow the instructions below to access E-learning until you arrive on the "UNT System authenticated service Page."

To access your course at any time, please follow these steps:

1. Go to: <https://onlinelearning.microsoft.com/>.
2. Click the "Sign In" button in the upper right corner of the page.
3. Sign in to Windows Live using your Windows Live ID and password.
4. Click the My Learning Catalog link on the left side of the page under Customer Login.
5. Begin your E-Learning course.

If you have any questions regarding your access code, you may e-mail or phone our support center. To view a list of support phone numbers, please visit <https://www.microsoft.com/licensing/servicecenter/> and click the **Support/Feedback** link.

If you experience any problems with your E-Learning training, please contact the regional support center in your region at <http://www.microsoft.com/learning/support/worldsites.msp>.

We trust you will enjoy this benefit and look forward to your participation. Please note that the access code we have received from Microsoft can accommodate a limited number of users from our organization. Do not share the code with unauthorized users. This is not permitted under our license agreement with Microsoft.

Microsoft E-books

Click on the link and access the largest collection of [FREE Microsoft eBooks](#) ever, including: Windows 8.1, Windows 8, Windows 7, Office 2013, Office 365, Office 2010, SharePoint 2013, Dynamics CRM, PowerShell, Exchange Server, Lync 2013, System Center, Azure, Cloud, SQL Server, and much more!

NOTE: [How to enable 'Download All' for Free Microsoft eBooks and other tips](#)



Central Web Support

Central Web Support [provides](#) "web hosting and support to appropriate campus entities free of charge."

CLEAR

CLEAR offers courses especially for Faculty Members. *CLEAR training includes:*

- Blackboard
- Turnitin
- Turning Point
- Assessment
- Teaching Effectiveness
- Respondus

Please check out CLEAR's training and event calendar at <http://clear.unt.edu/calendar> for the latest information regarding Blackboard, CLEAR's initiatives, and on campus instructional events.

Further information can be found [here](#).

FREE Online Learning Consortium Workshops

The University of North Texas is a premium member of the Online Learning Consortium (formerly the Sloan Consortium) College Pass. To request FREE ENROLLMENT in an Online Learning Consortium workshop, please contact [Amber Bryant](#) with the name and date of the workshop selected. *Please click on the link below to see the available 2015 workshops.*

- [Online Consortium 2015 Workshops](#)

CLEAR also provides [free access](#) through group subscriptions for ALL Denton UNT faculty and staff to **Magna Commons, 20 Minute Mentor Commons, Distance Education Report, Online Classroom, and The Teaching Professor** from **Magna Publications**.

Ed2go

Ed2go are courses that are offered, for a fee, to UNT faculty, staff and students as well as the general public. The CALL [website](#) states under the Professional Development heading:

Make UNT the first place you turn for career training and professional development. UNT's Online Minicourses, provided in conjunction with Ed2go, are downloadable 12-lesson modules that are designed to meet your needs for skill development. Lessons are instructor-led and course participants and instructor communicate through a course discussion board.

Most courses are \$89 and UNT faculty, staff and students may receive a \$10 discount. Contact Tami Russell (940.565.3353) for more information.

For additional information, visit the **Ed2go blog** [here](#). You can subscribe to news from their blog via a link on the right hand side of the page.

Information Security Awareness

Information Security Awareness -- The ITSS Information Security team offers Information Security Awareness training to all UNT faculty and staff.

- It is a policy requirement that ALL staff take an information security course at least once a year.
- See the [Virus Information Page](#) and the [Information Security Handbook -- for Faculty, Staff and Students](#) for further information.

UNT HR Training and Development

Typically, [Talent Management](#), sends monthly emails to all employees with a list of current classes, many available by webcast. (Note: Few, if any classes are offered during the winter break, spring break holiday periods for all UNT System campuses.) Learn more about classes [here](#).

If you have questions or specific needs, contact talentmanagement@untsystem.edu or call 855-878-7650 to be directed to a Talent Management staff member.

Alternate Forms of Training

Many of the General Access Labs around campus have tutorials installed on their computers.

See <http://computerlabs.unt.edu/> for a list of labs and their locations. The 24 Commons in Willis Library, for example, has a [list of Tutorials and Software Support](#). The Library Instructional Unit also offers workshops and training, including "tech skills" training. Visit their websites for more information: <http://www.library.unt.edu/library-instruction>.

Info~Tech, UNT's IT Research Partner

Info~Tech is UNT's IT research partner. UNT System, UNT, UNT Health Science Center and UNT Dallas employees have access to Info~Tech research at: www.infotech.unt.edu (click on the UNT System name to login). Your standard EUID and Password gains you access to the Info~Tech system. Please take a moment to read their terms and conditions by clicking through the agreement when you set up your profile the first time you log in.

State of Texas Department of Information Resources

Another possible source of training for staff and, perhaps, faculty members is the Texas Department of Information Resources. Search their [website](#) for the specific training you are interested in.

New Horizons Computer Learning Centers

New Horizons is a DIR vendor, which means that state agencies, like UNT, get special pricing for their services negotiated at the State level (click [here](#) for more information about DIR vendors). [New Horizons](#) offers courses at their own facilities in Dallas and Fort Worth, but will arrange for onsite training as well. They have a "Tips and Tricks" [page](#) that has helpful information. You can also [join their mailing list](#) to receive their monthly newsletter, event invitations and specials.

EDUCAUSE Live! Webinars

EDUCAUSE Live! is a series of **free**, hour-long interactive webinars on critical information technology topics in higher education. You can [register](#) for upcoming webinars and you can find recordings of **all past webinars** in the [EDUCAUSE Live! archives](#).

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Staff Activities

Staff activities for [UIT](#) are reported in this column.

New Employees:

- **Jay Dotson** became a full-time staff member (IT Specialist) in Classroom Support Services (CSS) on May 1. He was previously employed by CSS as a student assistant.

New Group:

- **Student Success Technology** -- **Jennifer Lee** will lead this new group beginning May 26 (joining us from [COE](#)). UIT staff reporting to her are **Jennifer Spillman** and **Krishna Moorthy**. You can read more about the [Student Success Technology initiative](#) in this issue of *Benchmarks Online*.

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UNT Information Technology Holds Customer Service Summit

By [Dr. Elizabeth Hinkle-Turner](#), Director - Academic Computing Technical Services

UNT Information Technology (UIT) held a customer service summit for all levels of IT personnel on May 1 in the Gateway Center. The event was also supported by the Center for Learning Enhancement, Assessment and Redesign (CLEAR) and Information Technology System Services (ITSS) provided significant discussion leadership. Over 60 IT staff attended the event which focused on providing and "owning" customer service support especially in regard to UNT faculty needs.

Opening remarks were given by Dr. Philip Baczewski of University Information Technology and then the participants launched immediately into a one-hour workshop on Collaborative Customer Service lead by Shelly Dietderich, Senior Learning and Development Specialist with UNT System Human Resources. The workshop focused on customer service collaboration and awareness between the various levels (dept, university and system) of information technology. Also emphasized was a "the problem stops here" attitude meaning that when one receives a trouble call, one owns that issue completely until it is resolved.



IT Customer Service Summit participants engage in a "blindfold team exercise" during the HR workshop

After lunch and a table topics discussion of customer service issues and solutions, managers from the major UNT campus and system helpdesks gave a presentation on their various operations and how and when to contact them. The presentation featured Jacob Flores, manager of the UIT Helpdesk (Sage Hall Room 130), Brad Neilson, manager of the ITSS Helpdesk (Discovery Park), and Joe Sprague, manager of the CLEAR Helpdesk (Chilton Hall). These managers discussed their particular service specialties and their shared common goals of excellent customer service and being the last call, email and reference point before reaching the right support group. All of these helpdesks are the customer conduits to the various tech areas who solve problems and provide service.



Faculty members from various schools at UNT share their insights at the Summit

The final highlight of the day was an hour-long panel featuring faculty customers from a variety of departments and schools at UNT. The faculty guests were **Dr. Jacqueline Foertsch** (Professor, English Literature, CAS), **Dr. Brenda McCoy** (Chair, Dept. of Community and Professional Programs, ADR/BAAS/Non-Profit Studies/Social Work), **Dr. John Murphy** (Chair, Division of Jazz Studies, COM) and **Dr. Dan Peak** (Associate Professor, Information Technology and Decision Sciences, COB). Faculty discussed best and worst IT customer service experiences and how they best benefit from interactions with IT personnel at the university.

The Summit concluded with the announcement of a new listserv specifically focused on IT customer service issues. **UNT IT personnel** who wish to continue collaborating university and system-wide on excellent service should subscribe to the **UNT-HELPMAN listserv** by sending a message to listserv@unt.edu with the message body reading "**Subscribe UNT-Helpman.**" A video of the summit in its entirety is available by request - email Elizabeth Hinkle-Turner at ehinkle@unt.edu to request a copy.

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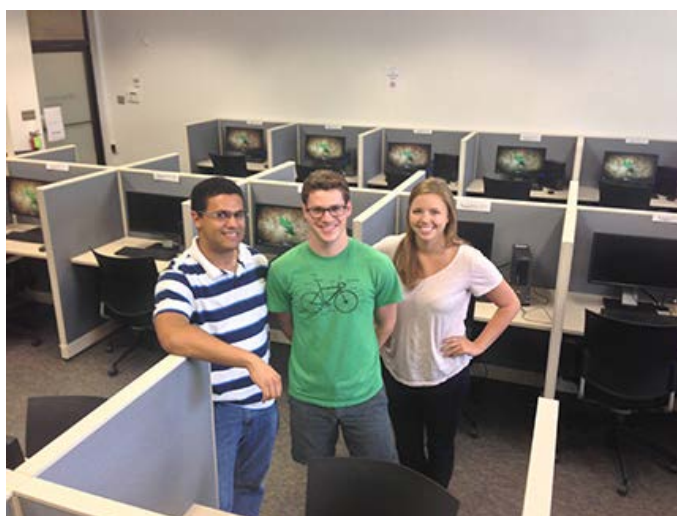
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Discovery Park Computer Classrooms Get a Desktop Computer Upgrade This Summer

By [Dr. Elizabeth Hinkle-Turner](#), Director - Academic Computing Technical Services

UIT ACUS provides computer classroom spaces at the Discovery Park in DP-B140 (48 PC's), DP-B142 (48 PC's), DP-D212 (24 PC's) and DP-D215 (currently 35 iMacs). The computers in these classrooms will be updated with new machines during the summer of 2015.



Look for these happy folks swapping out old machines for new ones!

The Classroom and Testing Desktop Services (CTDS) tech team will be busily replacing all of the desktop machines in these classrooms throughout the summer. The iMacs in D215 will be increased in number to 40 and will be 21.5-inch machines with 2.9 GHz quad-core Intel Core i5 (Turbo Boost up to 3.6 GHz), 8 GB RAM, NVIDIA GeForce video cards and 256GB of flash storage.



Oooooooooo....

The PC's will be Dell Optiplex 19.5 3030 AIO's with Intel Core i5 3 GHz and Intel HD4600 graphics, 8 GB RAM, 128GB Solid State Drives, and Windows 7 64-bit OS. Additionally, the computer tables in B140 and B142 will be mounted with special swing-arms to facilitate better viewing of the instructor during classes.



Aaaaaahhhh....

All work will be completed in plenty of time for Fall 2015 classes. So if you see the team working out at the Discovery Park be sure to tell them "hi" and thank them for the new and fun classroom toys!

Originally published May 2015 -- 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 consult the UNT Helpdesk - <http://www.unt.edu/helpdesk/>. Questions and comments should be directed to benchmarks@unt.edu.



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Summer Hours

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

Summer is here, at least as far as the UNT schedule of classes is concerned. Summer 2015 consists of seven sessions and not all campus facilities are open during all the sessions.*

Following are the hours for University Information Technology-managed facilities over the summer. The University is [officially closed](#) on Monday, May 25 (Memorial Day).

- The [Helpdesk](#) will be open on Monday, May 25 from 8 a.m. to 5 p.m., **closed to walk-in traffic; phone and email only**. Otherwise they will maintain their normal operating hours.
- [Data Management Services](#) will be **closed** Monday, May 25, otherwise they will maintain their normal operating hours.
- The **ACUS General Access/Adaptive Lab** ([SYMR 104](#)) will be **closed** Monday, May 25, otherwise they will maintain the following hours during the summer:

Monday - Friday: 8 a.m. - 5 p.m.

*Saturday & Sunday: **Closed***



Hours for Other Campus Facilities

[Student Computer Labs](#)



[24 Commons](#) (formerly known as WILLIS)

Check hours here: <http://www.library.unt.edu/location-hours/willis-library>

Maintaining a normal schedule through the summer except as noted below:

- June 6 & 7: **Closed**
- June 8: Open 7 a.m. - return to 24 hour schedule
- July 3: **Close** 7 p.m.
- July 4: **Closed**
- July 5: Open 11 a.m. - return to 24 hour schedule.
- August 14: **Close** 7 p.m.

	<ul style="list-style-type: none"> • August 15 - 16: Closed • August 17 - 21: Open 7 a.m. - 7 p.m. • August 22: Closed • August 23: Open 11 a.m. - return to 24 hour schedule.
<p>College of Information General Access Computer Lab (CI-GACLab) (B205)</p> <p>CLOSED: Monday, May 25 (Memorial Day); August 15-23 (semester break).</p>	<p>May 18 - August 14, 2015:</p> <ul style="list-style-type: none"> • Monday - Friday: 8 a.m. - 6 p.m. • Saturday & Sunday: Closed
<p>MUSIC:</p> <p>CLOSED: Monday, May 25 (Memorial Day); August 15-23 (semester break).</p>	<p>May 18 - August 14, 2015:</p> <ul style="list-style-type: none"> • Monday - Thursday: 8 a.m. - 5 p.m. • Friday: 10 a.m. - 5 p.m. • Saturday & Sunday: 1 p.m. - 8 p.m.
<p>Chilton 255</p> <p>CLOSED: Monday, May 25 (Memorial Day); August 15-23 (semester break).</p>	<p>May 18 - August 14, 2015:</p> <ul style="list-style-type: none"> • Monday - Thursday: 8 a.m. - 10 p.m. • Friday - Saturday: 8 a.m. - 5 p.m. • Sunday: Noon - 10 p.m.
<p>CVAD</p> <p>CLOSED: Monday, May 25 (Memorial Day); 15-23 (semester break).</p>	<p>May 18 - June 4, 2015:</p> <ul style="list-style-type: none"> • Monday – Thursday: 8 a.m. – 8 p.m. • Friday: 8 a.m.– 5 p.m. • Saturday & Sunday: Noon – 5 p.m.
	<p>May 18 - August 14, 2015:</p> <ul style="list-style-type: none"> • Monday – Thursday: 8 a.m. – 10 p.m. • Friday: 8 a.m. – 5 p.m. • Saturday: Noon – 5 p.m. • Sunday: Noon – 8 p.m.

<p><u>COE</u></p> <p>CLOSED: Monday, May 25 (Memorial Day); August 15-23 (semester break).</p>	<p>May 18 - August 14, 2015:</p> <ul style="list-style-type: none"> Monday - Thursday: 7 a.m. - 9 p.m. Friday: 7 a.m. - 5 p.m. Saturday: Noon - 8 p.m. Sunday: Closed
<p><u>COB</u> (BLB 190)</p> <p>CLOSED: Monday, May 25 (Memorial Day); August 15-23 (semester break).</p>	<p>May 18 - August 14, 2015:</p> <ul style="list-style-type: none"> Monday - Friday: 8 a.m. - 8 p.m. Saturday: Closed Sunday: 10:30 a.m. - 8 p.m.
<p><u>CAS</u> - All labs will be closed Monday, May 25 (Memorial Day); Saturday, July 4 (Independence Day); August 15-23 (semester break).</p>	
	<p>May 18 – August 14:</p> <p>GAB 330:</p> <ul style="list-style-type: none"> Monday - Thursday: 8 a.m. – Midnight Friday: 8 a.m. - 5 p.m. Saturday: Noon - 8 p.m. Sunday: Noon – Midnight <p>Wooten 120:</p> <ul style="list-style-type: none"> Monday – Thursday: 8 a.m. – 10 p.m. Friday: 8 a.m. – 5 p.m. Saturday - Sunday: Closed
	<p>June 8 – August 14, 2015:</p> <p>GAB 550:</p> <ul style="list-style-type: none"> Monday - Thursday: 8 a.m. – 5 p.m. Friday: 8 a.m. – 5 p.m. Saturday - Sunday: Closed <p>Terrill 220:</p> <ul style="list-style-type: none"> Monday – Thursday: 8 a.m. – 8 p.m.

	<p>Friday: 8 a.m. – 5 p.m.</p> <ul style="list-style-type: none"> • Saturday - Sunday: Closed
<p>Engineering General Access Lab (CENGAL, englab@unt.edu, Discovery Park, B129, 891-6733)</p> <p>CLOSED: Monday, May 25 (Memorial Day); August 15-23 (semester break).</p>	<p>May 18 - August 14, 2015:</p> <ul style="list-style-type: none"> • Monday – Friday: 9 a.m. - 5 p.m. • Saturday - Sunday: Closed

UNT Shuttle Service

Check out the transit [website](#) to keep up with the shuttle schedule throughout the summer. A 2014-2015 calendar is available here: http://www.unt.edu/transit/pdf/2014-2015_calendar.pdf.



*According to the [Registrar's Office](#), the terms this year are:

1. **3W1** (3 week 1) May 18 - June 4, 2015
2. **8W1** (8 week 1) May 18 - July 10, 2015
3. **SUM** (summer) May 18 - August 14, 2015
4. **5W1** (5 week 1) June 8 - July 10, 2015
5. **10W** (10 week) June 8 - August 14, 2015
6. **8W2** (8 week) June 8 - July 31, 2015
7. **5W2** (5 week 2) July 13 - August 14, 2014

Remember:



[Get your alerts fast in case of inclement weather](#)

Visit the Emergency Management [website](#)

City of Denton Residents, [sign up](#) for the CodeRED Emergency Notification System

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So Long, and Thanks for All the Fish!

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

All good things must come to an end, as the saying goes, and that includes my employment at the University of North Texas. I started here on May 23, 1979 and the [first issue](#) of *Benchmarks* was published in January, 1980 (it wasn't online back then, I wasn't married, and UNT was called North Texas State University or NTSU). Time marches on!

I will officially retire on May 31, 2015. I feel very blessed to have been a part of Academic Computing from the early years up until my retirement day. What interesting times we've had! Lots's of fun too! I don't know what the future holds for *Benchmarks Online*, but it certainly has had a good run. I know that Academic Computing and User Services, along with University Information Technology, will continue to keep the campus community informed of IT-related issues and events in a timely manner; whether it is through this online newsletter, social media, podcasts, or - most likely -- through a combination of communication venues. I plan to keep my UNT email address, so I'll be just a few clicks away if you'd like to drop me a line. Until then, as Douglas Adams, author of *The Hitchhiker's Guide to the Galaxy* series might say: *So Long, and Thanks for All the Fish!*



P.S. May 25 is [Towel Day](#), a tribute to Douglas Adams. Celebrate [accordingly!](#)

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Attachment

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Today's Cartoon



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

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