

DEPARTMENT OF STATISTICS AND DATA SCIENCES

UT Summer Statistics Institute

The University of Texas at Austin
May 22–25, 2017



10
YEAR
ANNIVERSARY

UT's Summer Statistics Institute (SSI) offers intensive four-day workshops on diverse topics from introductory data sciences to advanced statistics. Whether you are new to data analysis or a seasoned statistician, SSI provides a unique hands-on opportunity to acquire valuable skills directly from experts in the field.

The UT Summer Statistics Institute (SSI) is open to 700 participants.

stat.utexas.edu/training/ssi

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THE DEPARTMENT OF STATISTICS AND DATA SCIENCES

at The University of Texas at Austin is proud to host the 10th Annual 2017 UT Summer Statistics Institute (SSI).



The three main purposes of SSI are:

- To provide participants with access to new statistical knowledge and skills
- To give participants hands-on experience with data analysis
- To prepare participants to interpret studies employing statistical methods

All 2017 SSI courses will be held in the UT Campus in the College of Liberal Arts (CLA) building, the Flawn Academic Center (FAC), as well as Robert A Welch (WEL) Hall.

COURSES:

The 2017 Summer Statistics Institute will offer 25 courses covering introductory statistics, statistical software, and statistical methods and applications. Each course will meet for four half-days, mornings or afternoons, for a total of twelve hours. There will be no examinations or tests, and participants will receive a certificate upon completion of each course. Academic credit will not be issued.

The following table lists the courses offered. An outline of the material to be covered in each course can be found on the SSI website at stat.utexas.edu/training/ssi. Participants are encouraged to carefully check the prerequisite knowledge specified for each course.

Category	Morning (9:00 a.m.–noon)	Afternoon (1:30–4:30 p.m.)
Software and Database	Data Analysis using SPSS (pg#)	Data Analysis Using SAS (page #)
	Introduction to Data Analysis, & Graphics using R (page #)	Introduction to Stata (page #)
		Introduction to SQL and Relational Database Design (page#)
		Introduction to GIS (page#)
		Introduction to Data Science in Python (pg #)
Statistical Methods	Big Data Analytics: Theory and Methods (page #)	Bayesian Statistics for Social Sciences (page #)
	Hierarchical Linear Modeling (page #)	Geospatial Data Analysis in R (page #)
	Introduction to Regression (page #)	Introduction to Meta-Analysis (page #)
	Introduction to Statistics (page #)	Introduction to Statistics (page #)
	Mathematical Statistics (page#)	Large Scale Data Analysis with Hadoop and Spark (page#)
	Structural Equation Modeling (page #)	Time Series Modeling (page #)
	Survival Analysis (page#)	
Design and Application	Common Mistakes in Using Statistics: Spotting them and avoiding them. (page#)	Applied Hierarchical Linear Modeling (page#)
	Data Science in Industry with R (page #)	Questionnaire Design and Survey Analysis (page #)
	Power Analysis for Proposal Writing (page #)	

NEW FOR 2017!

Data Science in Industry with R: This course will cover some practical data science tasks found in industry. Topics will include: connecting to databases, parsing XML and JSON data, data wrangling, building web applications with shiny, and making predictive models. Participants will be introduced to several commonly used R packages.

Applied Hierarchical Linear Modeling: This applied, hands-on course provides an introduction to the basic concepts and applications of hierarchical linear models. The course will cover applications in social science research (e.g. neighborhood effects research, school effect research), growth curve modeling (e.g., repeated measures on individuals), as well as introduce models for dichotomous outcomes.

Introduction to Meta-Analysis: This workshop is designed to help participants master the statistical techniques used to conduct quantitative meta-analyses. The content of the workshop will focus on helping participants learn how to 1) calculate the three most frequently used kinds of effect sizes (standardized mean difference, correlation and log-odds ratio), 2) synthesize effect size estimates across studies, 3) explore variability in effect sizes as a function of sample and study characteristics (moderator analyses) using meta-regression analysis techniques, 4) handle methodological dilemmas commonly encountered in real-world meta-analyses.

Mathematical Statistics: This course will address fundamental questions about theory and practice of statistics. Major learning outcomes are to find and evaluate estimators and how to find and evaluate tests of significance. This course is intended for participants with some knowledge about WHAT is done in statistics, and would like to know WHY it is done.

Survival Analysis: This course introduces basic concepts and methods for analyzing survival time data. Course topics will include contexts that give rise to survival time data, and describing the characteristics of such (time to event) data, the types of censoring, and the form of hazard and survival functions. Participants will compute and interpret the product limit (Kaplan-Meier) estimate of the survival function and associated confidence intervals, and perform and interpret the log-rank test for differences between survival curves with right-censored survival data. Participants will also touch upon stratification to incorporate time-varying covariates, parametric survival analysis, accelerated failure-time distributions, and frailty models.

RECENT ADDITIONS TO SSI

Data Science in Industry with R: This course will cover some practical data science tasks found in industry. Topics will include: connecting to databases, parsing XML and JSON data, data wrangling, building web applications with shiny, and making predictive models. Participants will be introduced to several commonly used R packages.

Introduction to Data Science in Python: Modern data scientists have a bewildering array of tools at their disposal. In recent years, Python has emerged as a language of choice for many data scientists due to its appealing combination of flexibility, power, and extensive community support. This short course surveys the Python software ecosystem and familiarizes participants with cutting-edge data science tools. Topics include interactive computing basics; data preprocessing and cleaning; exploratory data analysis and visualization; and machine learning and predictive modeling. Participants will explore core concepts in data science and Python via hands-on, interactive exploration and analysis of sample datasets.

Introduction to SQL and Relational Database Design: This course will teach interested parties the basics of relational database design and Structured Query Language (SQL). Participants will have the opportunity to design their own database, as well as learn how to input and extract data using SQL. The course will focus on best practices of relational database design as well as a broad overview of the different types of queries used to retrieve data from a relational database. Technology used will include Microsoft Access and Microsoft SQL Server; however, the material taught in this course can be applied to many different technology platforms.

REGISTRATION AND COST

To register, visit the following website: stat.utexas.edu/training/ssi. (A UT EID is required. See below for information on how to obtain an EID.) Contact our office at (512) 232-0693 with any questions.

Registration dates and fees are as follows:

Dates	Category	Registration Fees (per course)
February 2, 2016 through May 6, 2016	UT-Austin Students	\$200
	UT-Austin Faculty/Staff	\$300
	UT-System Faculty/Staff	\$300
	Non-UT-Austin Students	\$250
	Non-UT Participants	\$600
	Groups of five or more from the same institution or agency (**Contact SDS to register groups)	\$480 per person per course

***Please contact SDS at 512-232-0693 to register groups of five or more.*

Contact our office at (512) 232-0693 for questions or more information.

OBTAINING A UT EID

You must have a current UT EID to register for SSI. To obtain a UT EID, visit idmanager.its.utexas.edu/eid_self_help and select "Get a UT EID." If you already have a UT EID, but you do not know your password, select "Find/Reset My Password." Your UT EID will allow you access to registration, your course website, and software applications during SSI.

METHODS OF PAYMENT ACCEPTED

Registration fees can be paid by credit card (MasterCard, Visa, Discover, or American Express) or by IDT (UT-Austin employees/students only). To pay by IDT please enter your appropriate discount code and provide the IDT number at checkout.

REFUND AND CANCELLATION POLICY

A full refund of registration fees, less a \$25 cancellation fee, will be available if requested in writing to the Department of Statistics and Data Sciences and received by March 31, 2017. No refunds will be made after that date.

Please note that course substitutions cannot be made. If you fail to cancel by the deadline and do not attend, you are still responsible for full payment. UT-Austin reserves the right to cancel SSI courses and to return all fees in the event of insufficient registration.

WAITLIST POLICY

SSI does not maintain a priority waiting list. However, if you are unable to register for a course because it is full, contact us at stat.admin@utexas.edu or (512) 232-0693 and provide us with the name of the course and your email address. If there is sufficient demand for a course and resources allow, we might open additional seats or sections in those courses beginning April 1. You will be notified by email if additional seats will be opened. Registration will continue to be first-come, first-serve for these additional seats.

SOFTWARE

Statistical software will be used in many courses. Participants are provided with access to this software at no additional cost. In some courses, participants might be expected to bring a laptop and install freeware. Please see course information posted at stat.utexas.edu/training/ssi for detailed information on computer requirements.

MISCELLANEOUS

Beverages and snacks will be available for morning and afternoon breaks. Vending machines selling sodas and snacks can be found on the first and second floors of the College of Liberal Arts (CLA) building, the Flawn Academic Center (FAC), as well as Robert A. Welch (WEL) Hall.

CONTACT

Department of Statistics and Data Sciences


Tel: (512) 232-0693

Fax: (512) 232-1045

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Website: stat.utexas.edu

Big Data Analytics: Theory and Methods

Category	Statistical Methods
Prerequisite Knowledge	Elementary knowledge of Probability, Statistics, and Calculus, but not essential and familiarity using computers, R and SAS.
Description	This course will cover theory and methods based on structured, semi-structured, and unstructured data based on real-world scenarios. Examples will include application of mathematical statistics, machine learning, stochastic processes, and mathematical methods to numeric, click-stream, and text data from the real world. The range of algorithms will span outlier detection, projections, principal component analysis, factor analysis, independent component analysis, spectral analysis, regression analysis, neural networks, statistical clustering, discriminant analysis, Markov chains (discrete and continuous), and methods from information theory. We will use R and SAS programming languages for analyzing the data.
Intended Audience	Students (graduate and undergraduate), faculty, and practitioners in industry.
Computer Requirements	“Big Data Analytics: Structured, Semi-Structured and Unstructured” will be held in a computer classroom where students will have access to SAS and R.
Time	9:00 AM – 12:00 Noon
Instructor	Choudur Lakshminarayan
Department	HP Labs
Title	Principal Research Scientist
Bio	 <p>Choudur K. Lakshminarayan specializes in the areas of Mathematical Statistics, Applied Mathematics, Machine Learning and Data Mining with applications in Digital Marketing, Sensors and Sensing in Healthcare, Energy, Large-Scale data centers, Semiconductor manufacturing, and Histogram Statistics in Query Optimization. He contributed to developing novel algorithms for Statistical Clustering, Time Series, and Classification using Structured, Semi-Structured, and Unstructured Data. He is widely published in peer-reviewed international conferences and journals, and his name appears as an inventor in over 50 patents; granted, published, or pending. He has conducted workshops in Data Mining and Analytics in India, Hong Kong, China, the Middle East and the USA. He taught as a visiting professor at the Indian Institute of Technology, Hyderabad, and the Indian Institute of Information Technology, Bangalore. He speaks regularly at international conferences, symposia, and universities. He served as a consultant to government, and private industry in the US and India. He holds a PhD in mathematical sciences, and lives in Austin, Texas.</p>

Common Mistakes in Using Statistics: Spotting Them and Avoiding Them

Category	Design and Application
Prerequisite Knowledge	This is an intermediate level course, but is also appropriate for people who have taken advanced statistics courses that have been weak on discussion of limitations of techniques. Familiarity with random variables, sampling distributions, hypothesis testing, and confidence intervals are the only statistical prerequisites. These concepts will be reviewed in the course, providing more depth than is given in most introductory courses. Willingness to engage in “minds-on” learning is an important prerequisite.
Description	<p>In 2005, medical researcher John P. Ioannidis asserted that most claimed research findings are false. Since then, this concern has spread to other fields, and is sometimes referred to as “the replication crisis”. For example, in 2011, psychologists Simmons, Nelson and Simonsohn brought further attention to this topic by using practices common in their field to “show” that people were almost 1.5 years younger after listening to one piece of music than after listening to another. In 2015, the Open Science Collaboration published the results of replicating 100 studies that had been published in three psychology journals. They concluded that, “A large portion of replications produced weaker evidence for the original findings,” despite efforts to make the replication studies sound. These articles highlight the frequency and consequences of misunderstandings and misuses of statistical inference techniques. These misunderstandings and misuses are often passed down from teacher to participant or from colleague to colleague, and some practices based on these misunderstandings have become institutionalized. This course will discuss some of these misunderstandings and misuses.</p> <p>Topics covered include the File Drawer Problem (aka Publication Bias), Multiple Inference (aka Multiple Testing, Multiple Comparisons, Multiplicities, or The Curse of Multiplicity), Data Snooping, the Statistical Significance Filter, the Replicability Crisis, and ignoring model assumptions. To aid understanding of these mistakes, about half the course time will be spent deepening understanding of the basics of statistical inference beyond what is typically covered in an introductory statistics course. Participants will have online access to downloadable slides used for class presentation, plus downloadable supplemental materials. The latter will elaborate on some points discussed briefly in class, give specific suggestions for teachers, readers, researchers, referees, reviewers, and editors to deal with and reduce the high incidence of mistakes in using statistics, and provide references. Thus participants in this course should gain understanding of these common mistakes, how to spot them when they occur in the literature, and how to avoid them in their own work. Many participants will also gain deeper understanding of basic statistical concepts such as p-values, confidence intervals, sampling distributions, robustness, model assumptions, Type I and II errors, and statistical power.</p>

Intended Audience This course is intended for a wide audience, including: Graduate students who read or do research involving statistical analysis, workers in a variety of fields (e.g., public health, social sciences, biological sciences, public policy) who read or do research involving statistical analysis, faculty members who teach statistics, read or do research involving statistical analysis, supervise graduate students who use statistical analysis in their research, peer review research articles involving statistical analysis, review grant proposals for research involving statistical analysis, or are editors of journals that publish research involving statistical analysis, people with basic statistical background who would like to improve their ability to evaluate research relevant to medical treatments for themselves or family members.

Computer Requirements None

Time 9:00 AM – 12:00 Noon

Instructor Mary Parker

Department Mathematics, Department of Statistics and Data Sciences

Title Senior Lecturer

Bio



Mary Parker has been a Lecturer and Senior Lecturer in The University of Texas at Austin Math Department and The University of Texas at Austin Statistics Department since 1989. She received her Ph.D. in 1988 from The University of Texas at Austin Math Department, working under Professor Carl Morris on Empirical Bayes Estimation. She has taught Mathematical Statistics at the undergraduate and graduate level and occasionally other statistics courses. In her courses, she emphasizes careful attention to the assumptions needed for the various statistical techniques and the implications of those assumptions for the use of the technique. She also teaches courses in Elementary Statistics and various other courses at Austin Community College, and is active in the statistics education communities of the American Statistical Association, the Mathematical Association of America, and the Consortium for the Advancement of Undergraduate Statistics Education (CAUSE.)

During her early years of teaching in The University of Texas at Austin Math Department she frequently talked with Professor Martha Smith as Dr. Smith shifted her teaching emphasis more to statistics. Dr. Smith found that her students needed, and were interested in, discussions of how statistics techniques can be misunderstood and misapplied, so she developed materials on that. She shared those with students and others in various ways, including a successful short course in The University of Texas at Austin Summer Statistics Institute between 2010 and 2016. Dr. Smith decided to retire this year, so Dr. Parker is now offering the course.

Data Analysis using SPSS

Category	Software and Database
Prerequisite Knowledge	Participants should be familiar with basic descriptive and inferential statistics (topics covered in an introductory statistics course).
Description	This course is designed to teach participants how to use SPSS for data manipulation and analysis. The course will begin with an overview of the software, data handling and manipulation, descriptive statistics, and data visualization. The remainder of the course will focus on inferential analyses including correlation, simple and multiple linear regression, chi-square tests, t-tests, and ANOVA. As the inferential analyses are conducted, the basic theory behind each analysis will be reviewed and instruction about how to check each of the associated assumptions will be addressed.
Intended Audience	Individuals with an interest in using SPSS for data analysis
Computer Requirements	“Introduction to SPSS” will be held in a computer classroom with SPSS software available for access.
Time	9:00 AM – 12:00 Noon
Instructor	Lindsey Smith
Department	Department of Statistics and Data Sciences
Title	Lecturer

Bio



Lindsey Smith received her Ph.D. from The University of Texas at Austin where she now teaches undergraduate and graduate statistics courses. Her primary research interest is the evaluation of multilevel models, specifically its use with multiple membership data structures.

Data Science in Industry with R

Category	Design and Application
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Prerequisite Knowledge	There is no prerequisite. Content will emphasize practical usage of R.
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Description	This course will cover some practical data science tasks found in industry. Topics will include: connecting to databases, parsing XML and JSON data, data wrangling, building web applications with shiny, and making predictive models. Participants will be introduced to several commonly used R packages.
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Intended Audience	Anyone interested with using R for industrial problems or in a commercial setting.
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Computer Requirements	Participants should bring a personal laptop. Installation of R and RStudio should be completed prior to the first day of class.
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Time	9:00 AM – 12:00 Noon
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Instructor	Richard Leu
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Department	Dropoff
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Title	Data Scientist
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Bio	Richard Leu currently works as a data scientist for Dropoff applying statistics, machine learning, and operations research to same day logistics. Prior to Dropoff, Richard was a principal data scientist with Clockwork Solutions performing reliability analysis, data mining, and predictive analytics in support of asset life cycle management for aviation, oil/gas, and military. Richard received a Ph.D. in Physics and an M.S. in Statistics from The University of Texas at Austin.
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Hierarchical Linear Modeling

Category	Statistical Methods
Prerequisite Knowledge	Participants should be comfortable with the use of multiple regression. In particular, participants should know how to dummy-code binary predictors, interpret partial regression coefficients, use product variables to incorporate interactions, and have familiarity with polynomial regression to model nonlinear relationships. Prior exposure to logistic regression is helpful, but not necessary.
Description	The purpose of the workshop is to help participants begin to learn how to analyze multilevel data sets and interpret results of multilevel modeling analyses. Organizational analysis and growth curve modeling, the most common multilevel modeling applications, are featured in the workshop. Further, using data sets provided in the workshop, workshop participants will obtain hands-on experience using the HLM software program. The workshop will emphasize how to set up or specify multilevel models, how such models may be estimated with HLM software, and how analysis results are interpreted. Coverage of multilevel models for binary outcomes is included.
Intended Audience	The workshop is designed for graduate students, applied researchers, and faculty who wish to learn about HLM, particularly as it is used in the fields of education, psychology, and the social sciences in general. Hierarchical data are commonplace, and this workshop is intended to help applied researchers formulate and estimate statistical models as well as interpret the results of such analyses.
Computer Requirements	“Hierarchical Linear Modeling” will be held in a computer classroom with HLM and SPSS software available for access.
Time	9:00 AM – 12:00 Noon
Instructor	Keenan Pituch
Department	Educational Psychology
Title	Associate Professor
Bio	Keenan Pituch (Ph.D., Florida State University) is Associate Professor of Quantitative Methods in the Department of Educational Psychology at The University of Texas at Austin. His research interests include multilevel modeling, mediation analysis, and multivariate analysis of variance. Dr. Pituch has published over 40 peer-reviewed articles and is an author of <i>Applied Multivariate Statistics for the Social Sciences: Analyses with SAS and IBM’s SPSS</i> (6th edition). He has taught a variety of quantitative methods courses, including Survey of Multivariate Methods, Hierarchical Linear Modeling, and Statistical Analysis of Experimental Data.




Introduction to Data Analysis and Graphics using R

Category	Software and Database
Prerequisite Knowledge	Absolutely no prior knowledge of R is necessary. Participants should be comfortable working with data in .xls, .csv, or similar file formats. A basic understanding of common statistical methods is recommended but not required.
Description	This hands-on course is intended to provide first-time users the ability to analyze data using R. We will start by covering basic programming skills in R and interacting with the user-friendly interface RStudio. Participants will practice using example datasets from a variety of disciplines to run statistical analyses and create graphical displays of the data. Those with some prior R experience will benefit from the more advanced statistical methods (multiple linear regression, generalized linear models, multi-factor ANOVA, mixed models) and programming topics (user-written functions and simulations) covered in the second half of the course.
Intended Audience	This course is designed for those interested in using R to manage, analyze, and display data. Whether coming from academia, industry, or government, this free and open-source software is a great tool for any researcher or analyst.
Computer Requirements	Participants should bring a personal laptop (Recent Windows or Mac). Installation of R and RStudio should be completed prior to the first day of the course.
Time	9:00 AM – 12:00 Noon
Instructor	Sally Amen
Department	Department of Statistics and Data Sciences
Title	Lecturer, Consultant
Bio	<p>Sally received her M. S. in Statistics from The University of Texas at Austin in May 2012 and has been a statistical consultant for SDS since July 2012. As a consultant, she provides one-on-one assistance to researchers with questions about study design, data management, running appropriate statistical analyses, and interpreting results. In addition to teaching SDS 328M Biostatistics, an undergraduate introductory stats course where students use R in a weekly lab, she also teaches various software and topic short courses each semester.</p>



Introduction to Statistics (AM)

Category	Statistical Methods
Prerequisite Knowledge	Absolutely no previous knowledge of statistics is necessary or expected. However, participants should be comfortable working with spreadsheets in Microsoft Excel (either the Mac or PC version). Those who have never used Excel should prepare before coming to SSI, as a basic familiarity with the program will be assumed.
Description	This hands-on course will introduce participants to common descriptive and inferential statistical analyses. In addition to covering the concepts behind each method, participants will also practice applying them on real datasets using Microsoft Excel. Sufficient time will be spent on understanding relevant assumptions and how to correctly interpret the results of each analysis. The specific topics covered in this course include: describing and visualizing data, t-tests, ANOVA, chi-squared test of independence, correlation, and linear regression. Optional “homework” will be offered after each class day for those who want additional practice applying the techniques discussed.
Intended Audience	This course is designed for those with little to no experience in statistics and who want use descriptive and inferential methods to analyze data. Whether coming from academia, industry, or government, participants in this course will learn the skills needed to help them better understand the data that they work with.
Computer Requirements	All participants will need a version of Excel from 2013 or newer. For PC version 2013 or 2016 is ok, for Mac people they MUST have Excel 2016 (most recent version). The University of Texas at Austin students and staff can download Excel 2016 for free through campus resources.
Time	9:00 AM – 12:00 Noon
Instructor	Kristin Harvey
Department	Department of Statistics and Data Sciences
Title	Lecturer
Bio	 <p>Kristin Harvey is a lecturer for the Department of Statistics and Data Sciences at The University of Texas at Austin. She has a Master’s degree in Educational Psychology specializing in Program Evaluation and a Ph.D. in Educational Psychology specializing in Human Development, Culture, and Learning Sciences. She teaches and coordinates a large introductory statistics course for health science and pre-nursing students.</p>

Introduction to Regression

Category	Statistical Methods
Prerequisite Knowledge	Familiarity with the basics of statistical inference is required. For example, participants should know the basics of random variables, probability distributions, sample statistics, hypothesis testing, and confidence intervals.
Description	The objective of this course is to provide participants with a broad base of understanding in the application of regression analysis. We will begin with basic fundamentals and move to simple regression. We will continue with discussions of multiple regression (including diagnostics, correct application, and interpretation), dummy coding, the use of regression in mediation and moderation, and finish up with logistic regression. The class will use R and RStudio to run and save our work in RMarkdown for easy reproducibility.
Intended Audience	The intended audience is anyone who wants to learn the fundamentals of regression analysis to apply to their own research questions or to serve as a background for learning more advanced techniques.
Computer Requirements	Participants should bring a personal laptop (Recent Windows or Mac). Installation of R and RStudio should be completed prior to the first day of the course.
Time	9:00 AM – 12:00 Noon
Instructor	Michael Mahometa
Department	Department of Statistics and Data Sciences
Title	Manager of Statistical Consulting and Lecturer

Bio



Michael J. Mahometa is the manager of Consulting Services at the Department of Statistics & Data Sciences (SDS) at The University of Texas at Austin. He received his Ph.D. in Psychology from The University of Texas at Austin in 2006. His major course work was completed in Behavioral Neuroscience, with a minor in Statistics. His background in animal models of learning makes him familiar with full factorial designs—which he quickly expanded into a love of all things regression. Dr. Mahometa has been a statistical consultant for the SDS department since its inception and enjoys helping not only students from his class, but also faculty and staff in their research endeavors.

Mathematical Statistics


Category	Statistical Methods
Prerequisite Knowledge	Participants need prior knowledge of the following: calculus (limit, derivative, integral) and statistics (sample statistics- mean, median, variance, etc.; hypothesis test) and probability (expected value, distribution, density function). In other words, participants will be those who already know what is involved in basic statistics, and would like to dive deeper into why. This is not an introductory statistics course; the instructor will assume previous knowledge of statistics.
Description	This course will address fundamental questions about theory and practice of statistics. Major learning outcomes are to find and evaluate estimators and how to find and evaluate tests of significance.
Intended Audience	Anyone with some knowledge about WHAT is done in statistics, and would like to know WHY it is done. Students, Professionals and Instructors may all find topics of interest.
Computer Requirements	None
Time	9:00 AM – 12:00 Noon
Instructor	Joel Nibert
Department	Mathematics
Title	Lecturer

Bio



Joel Received his Ph.D. from the University of Southern California in 2012 for research in probability and stochastic processes. He joined the faculty of The University of Texas at Austin in 2013. He teaches a variety of math courses including probability, statistics, calculus, introduction to mathematics, and actuarial mathematics. Joel enjoys jazz music and games of strategy.

Power Analysis for Proposal Writing

Category	Design and Application
Prerequisite Knowledge	Familiarity with regression models.
Description	Power analysis is a critical component of research planning that conveys the feasibility of achieving research goals with finite amounts of time and resources. This course will begin with estimating effect sizes and power analysis for conventional research designs. Next, the course will cover simulation-based methods for power analyses that can be used for virtually any data structure and research design, extending power analysis beyond the limited designs available in traditional power analysis software. The course will begin with strategies for research synthesis and effect size conversions that will form the basis of estimating power. We will use GPower to cover comparisons of means, comparisons of proportions, correlation, analysis of variance (ANOVA), repeated measures ANOVA, and regression models. Next, the course will cover simulation-based power analysis methods, using examples that may include nested data, auto-correlated data, and missing data. The presentation of power analyses in the context of proposal writing will be covered throughout the course. The course will also be useful for applications in meta-analysis and simulation studies.
Intended Audience	Anyone planning or involved with planning a research project. The course will be of interest to graduate students planning a proposal for a thesis or dissertation, faculty and research staff that are writing grant proposals, and consultants that assist with the development of research and grant proposals.
Computer Requirements	“Power Analysis for Proposal Writing” will be held in a computer classroom where participants will have access to the following software: R, Mplus, and GPower.
Time	9:00 AM – 12:00 Noon
Instructor	Nate Marti
Department	Psychology
Title	Research Associate
Bio	 <p>Dr. Marti served as the manager of the statistical and mathematical consulting services with the Division of Statistics and Scientific Computation (DSSC) for 3.5 years and the principal in a research consulting practice. His research and research collaboration has included topics in student engagement, persistence patterns in community college students, eating disorder prevention, and meta-analysis of program effectiveness. He has consulted on numerous grant proposals as an analytic consultant in which he has developed analytical plans and conducted power analyses.</p>

Structural Equation Modeling

Category	Statistical Methods
Prerequisite Knowledge	Knowledge of correlation and multiple regression methods.
Description	This course will build upon participants' previous knowledge of multiple linear regression and expanding to allow for correlated and causally related latent variables. This course assumes no prior experience with Structural Equation Modeling and is intended as both a theoretical and practical introduction. Topics covered in the course will include path analysis with measured variables, confirmatory factor analysis, structural equation models with latent variables, and a preview of more advanced models. The software package Mplus will be used for exploring and providing support for structural models. Participants will conduct hands-on practice exercises using Mplus software throughout the course.
Intended Audience	The intended audience includes graduate students, faculty, staff, applied researchers in various disciplines, research consultants, and private industry researchers.
Computer Requirements	Participants should bring a personal laptop with basic Excel installed. Participants should also download and install a free Mplus demo version (or purchase a Mplus license) prior to the first day of the course.
Time	9:00 AM – 12:00 Noon
Instructor	Tiffany Whittaker
Department	Educational Psychology
Title	Assistant Professor

Bio



Tiffany Whittaker received her Ph.D. in Educational Psychology with a specialization in Quantitative Methods from The University of Texas at Austin in May 2003. She is an Associate Professor in the Department of Educational Psychology at The University of Texas at Austin. She teaches courses in quantitative methods, including statistical analysis for experimental data, data analysis using SAS, and structural equation modeling. Her research interests include structural equation modeling, multilevel modeling, and item response theory with a particular emphasis on model comparison/selection methods.

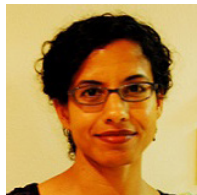
Survival Analysis

Category	Statistical Methods
Prerequisite Knowledge	Familiarity with basic statistical concepts will be useful. For example, participants should know the basics of probability, distributions, random variables, descriptive statistics, and hypothesis testing. Prior knowledge of probability distributions and statistical software is not required, but that knowledge will help participants develop a better working knowledge of the material presented.
Description	This course introduces basic concepts and methods for analyzing survival time data. We will begin by discussing contexts that give rise to survival time data, and describing the characteristics of such (time to event) data. We will discuss types of censoring, and the form of hazard and survival functions. We will compute and interpret the product limit (Kaplan-Meier) estimate of the survival function and associated confidence intervals, and perform and interpret the log-rank test for differences between survival curves with right-censored survival data. We will learn the Cox Proportional Hazards Model, estimation and interpretation of model coefficients, and test hypotheses that one or more coefficients in the regression model are zero. We will also touch upon stratification to incorporate time-varying covariates, parametric survival analysis, accelerated failure-time distributions, and frailty models. Participants completing this course should be able to: Recognize the characteristics of survival data, (e.g. censoring and truncation). Determine the proper method to be used in analyzing time-to-event data (e.g., parametric, semi-parametric or non-parametric method). Understand the assumptions for the method chosen to analyze the data. Apply mathematical and graphical methods to check goodness of fit. Perform survival analysis using a computer statistical software package. Interpret computer outputs. Assess the quality of survival analysis conducted in published research papers.
Intended Audience	Anyone who works with data where the outcome variable is the time until the occurrence of an event of interest. The event can be death, recovery, incidence of a disease, failure of an electronic component, or any other event that the user defines. These types of methods are quite often relevant in the fields of medicine, nursing, pharmacy, engineering, mathematics, statistics, social, biological, and environmental sciences.
Computer Requirements	Participants should bring a personal laptop. The instructor will provide examples in both R and SAS, participants are welcome to use preferred software. Software should be installed prior to the start of the course.
Time	9:00 AM – 12:00 Noon
Instructor	Bindu Viswanathan

Department Department of Statistics and Data Sciences

Title Lecturer

Bio



Dr. Viswanathan is a lecturer in the Department of Statistics and Data Sciences. Before coming to The University of Texas at Austin, she worked as research faculty at Emory University, as the statistical lead on numerous research projects in the schools of Nursing, Medicine, and Public Health, as well as at the CDC and VA Hospital. She has also worked as a Biostatistician at Merck & Co. and Novartis Ophthalmics, designing and overseeing Phase III clinical trials. She received her Ph.D. in Biostatistics from Emory University in 1999, and also has a Master's degree in Conservation Biology from TX State University. At The University of Texas at Austin, she teaches Biostatistics and Probability & Statistics, where she draws from her experiences to motivate students to see the practical applications of concepts taught in class.

Applied Hierarchical Linear Modeling

Category	Design and Application
Prerequisite Knowledge	Knowledge of multiple regression methods and working knowledge of SAS software (reading in data, recoding variables, descriptive statistics, regression modeling.)
Description	This applied, hands-on course provides an introduction to the basic concepts and applications of hierarchical linear models. The course will cover applications in social science research (e.g. neighborhood effects research, school effect research), growth curve modeling (e.g., repeated measures on individuals), as well as introduce models for dichotomous outcomes. Topics will include multilevel data structures, model building and testing, fixed random effects, and interpretation of results. At the end of the course, participants should be able to specify a social science research question requiring hierarchical linear modeling, understand when and why hierarchical linear models should be used, apply hierarchical linear models to nested data, and correctly interpret analysis results from hierarchical linear models.
Intended Audience	Graduate students and faculty in the social sciences who want to learn to apply hierarchical linear modeling to nested data.
Computer Requirements	Participants should bring a personal laptop. Installation of SAS should be completed prior to the first day of class; instructions will be provided.
Time	1:30 PM – 4:30 PM
Instructor	Catherine Cubbin
Department	School of Social Work
Title	Professor & Associate Dean for Research
Bio	 <p>Dr. Catherine Cubbin is a Professor & Associate Dean for Research in the School of Social Work and a Faculty Research Associate at the Population Research Center, at The University of Texas at Austin. Dr. Cubbin's research focuses on using epidemiological methods to better understand socioeconomic and racial/ethnic inequalities in health for the purpose of informing policy. Specific areas of her research include using contextual analysis to investigate how neighborhood environments may explain social inequalities in health, and the measurement of socioeconomic status/position in studies of racial/ethnic disparities in health. She teaches the hierarchical linear modeling (HLM) course in the School of Social Work.</p>

Introduction to Bayesian Statistics

Category Statistical Methods

Prerequisite Knowledge Knowledge of basic probability statistics including estimation and hypothesis testing, some familiarity with maximum likelihood.

Description This course will introduce participants to Bayesian statistics including the basic differences between Bayesian and Frequentist approaches as well as simple models, linear regression and generalized linear models, and hierarchical modeling. It will also cover modern simulation-based methods such as Gibbs sampling and briefly introduce participants to tools such as JAGS for the estimation of a wide array of models.

Intended Audience Participants who have a basic understanding of introductory statistics including estimation and hypothesis testing as well as some exposure to maximum likelihood.

Computer Requirements None Required

Time 1:30 PM – 4:30 PM

Instructor Stephen Jessee

Department Government

Title Associate Professor

Bio



Dr. Stephen Jessee is an Associate Professor of Government in the College of Liberal Arts. He received his Ph.D. from Stanford University and his B.A. and B.S. degrees from the University of Texas at Austin. Stephen teaches classes in American politics and statistical methodology, and does work on both political behavior and institutions. Dr. Jessee takes interest in ideology and voting behavior, Bayesian statistics, ideal point estimation, and hierarchical models.

Data Analysis using SAS

Category	Software and Database
Prerequisite Knowledge	Ability to navigate in a Windows environment and have taken an introductory statistics course that covered the following concepts: mean, standard deviation, normal distribution, t-tests, chi-square, regression, and ANOVA.
Description	The purpose of the course is to provide instruction in the use of SAS for conducting statistical analyses. Day one will cover opening and creating datasets, data manipulation, and t-tests. Days two and three will cover basic statistical analyses, including categorical analyses, two-sample tests, ANOVA, correlation and regression, and repeated measures analyses. Appropriate graphs will be taught along with the analyses. The basic statistics behind each type of analysis will be reviewed. Day four will cover special topics such as programming in SAS and working with sample data.
Intended Audience	Anyone who is interested in using SAS for data analysis.
Computer Requirements	"Data Analysis using SAS" will be held in a computer classroom where participants will have access to SAS.
Time	1:30 PM – 4:30 PM
Instructor	Matt Hersh
Department	Department of Statistics and Data Sciences
Title	Lecturer

Bio




Matt Hersh is a Specialist in the Department of Statistics and Data Sciences at The University of Texas at Austin. He received his Ph.D. in Statistics from the University of Kentucky in 2007. While obtaining his degree, he was in the microarray core facility where he worked with researchers from various medical fields to help design and analyze their experiments. He also received a Master's degree from the LBJ School of Public Affairs at The University of Texas at Austin in 2000. As part of SSC's Graduate Fellows Program, Dr. Hersh assists graduate students in analyzing data, preparing the results, and presenting conclusions for faculty members around campus. The statistical software packages he is most familiar with are SAS and R.

Geospatial Data Analysis in R

Category	Statistical Methods
Prerequisite Knowledge	The main prerequisite is general ability to work with computers including running software and working with files and directories. Participants will progress more quickly if they have some experience with R or a similar environment like MATLAB. Some programming or scripting experience will also help but is not essential. Participants may wish to study basic concepts of Geographic Information Systems and complete one or more R tutorials. These resources are widely available on the World Wide Web.
Description	This course will cover how to use R as a GIS. Participants will gain a conceptual understanding of the different types of spatial data used in GIS and hand-on experience loading, displaying, manipulating and analyzing these data in R.
Intended Audience	Students and researchers interested in mapping and modeling spatial data using R, especially those that are initiating or have ongoing project involving spatial analysis. Beginning graduate students will benefit by gaining a sound understanding of techniques for manipulating and analysis spatial data. Established researchers may also find the course valuable if they are making the transition from other spatial analysis platforms to R.
Computer Requirements	Geospatial Data Analysis in R will be held in a computer classroom where participants will have access to R. A preconfigured virtual-machine environment will be provided.
Time	1:30 PM – 4:30 PM
Instructor	Tim Keitt
Department	Department of Integrative Biology, Keittlab
Title	Associate Professor, Principal Investigator
Bio	 <p>Tim Keitt, Ph.D. is an Associate Professor in the Department of Integrative Biology within the College of Natural Sciences at the University of Texas at Austin. He studies complexity in the environment and works at the interfaces of landscape, population, community and ecosystem ecology. A major theme of his work is the influence of spatial heterogeneity on ecological processes. He is also a software developer and expert in R, C++ and SQL. Dr. Keitt authored the “rgdal” package exposing functions from the Geospatial Data Abstraction Library to the R language. This package is the top downloaded R package and is the basis of a large collection of dependent spatial data analysis packages for the R system.</p>

Introduction to Data Science in Python

Category	Software and Database
Prerequisite Knowledge	There are no hard prerequisites. However, participants are likely to get more out of the course if they have (a) passing familiarity with basic statistical concepts and techniques (e.g., linear regression), and (b) minimal prior experience analyzing data in a command-line or scripting environment (e.g., R, Matlab, SAS, etc.).
Description	Modern data scientists have a bewildering array of tools at their disposal. In recent years, Python has emerged as a language of choice for many data scientists due to its appealing combination of flexibility, power, and extensive community support. This short course surveys the Python software ecosystem and familiarizes participants with cutting-edge data science tools. Topics include interactive computing basics; data preprocessing and cleaning; exploratory data analysis and visualization; and machine learning and predictive modeling. Participants will explore core concepts in data science and Python via hands-on, interactive exploration and analysis of sample datasets.
Intended Audience	This course is geared towards researchers and analysts who have had prior exposure to basic statistics or data science concepts and are interested in learning how to conduct state-of-the-art data analysis using open-source Python tools.
Computer Requirements	Participants should bring a personal laptop. A working installation of Python (version 2.7+ or 3+) is required. Course participants should make sure that they have a working Python installation on their laptop in advance of the course. Participants are strongly encouraged to install Python via the free Anaconda distribution, which has one-click installers for all major platforms (continuum.io/downloads), and includes most of the data science packages the course will cover.
Time	1:30 PM – 4:30 PM
Instructor	Tal Yarkoni
Department	Department of Psychology
Title	Research Assistant Professor
Bio	 <p>Tal Yarkoni is a Research Assistant Professor in the Department of Psychology at The University of Texas at Austin and the director of the Psychoinformatics Lab. My research centers on the development of novel methods for the large-scale acquisition, organization, and analysis of psychological and neuroimaging data. I have over a decade of experience writing and applying Python code for data analysis, and have previously taught a thematically related and well-reviewed course (Introduction to Psychoinformatics) at the Summer Statistics Institute (in 2014).</p>

Introduction to GIS

Category	Software and Database
Prerequisite Knowledge	Some statistics recommended. Familiarity with computers required.
Description	This course describes basic concepts underlying geographic information systems and science (GIS) and introduces participants to spatial analysis with GIS. Although the course will include hands-on laboratory exercises using ArcGIS software, the focus is on the “science behind the software” (e.g., types and implications of functions and analysis, rather than just how to do the analysis).
Intended Audience	This course should be of interest to anyone who uses spatial data and would like to learn about GIS and the types of analyses that can be done with it. In the past, employees of government agencies & organizations such as the health department, school boards, city planning etc. have attended.
Computer Requirements	“Introduction to GIS” will be held in a computer classroom with the required software available for access.
Time	1:30 PM – 4:30 PM
Instructor	Jennifer Miller
Department	Department of Geography and the Environment
Title	Associate Professor
Bio	 <p>Dr. Miller is an associate professor in the Department of Geography and the Environment. She received a Ph.D. from a joint program at San Diego State University and UC-Santa Barbara. Her research focuses on GIScience and spatial analysis in general, and modeling biogeographical distributions and movements in particular.</p>

Introduction to Meta-Analysis

Category	Statistical Methods
Prerequisite Knowledge	Participants are required to have taken graduate applied statistics courses in both correlation and regression techniques and in analysis of variance (ANOVA) or to have corresponding expertise. While the workshop will not provide and does not require fluency in mathematical derivations, an understanding of core multiple regression content (including dummy and effects coding, interpretation of regression slopes, etc.) and of ANOVA (including interpretation of main and interaction effects) is essential for participants to gain an easy understanding of the meta-regression analyses that we will be conducting. In addition to the core statistical training that is required, participants are required to have some basic fluency in use of SPSS syntax. For the most complex analyses that we will discuss, we will use an R macro, therefore some basic ability with R will be helpful although it is not required.
Description	This workshop is designed to help participants master the statistical techniques used to conduct quantitative meta-analyses. The content of the workshop will focus on helping participants learn how to calculate the three most frequently used kinds of effect sizes (standardized mean difference, correlation and log-odds ratio), synthesize effect size estimates across studies, explore variability in effect sizes as a function of sample and study characteristics (moderator analyses) using meta-regression analysis techniques, handle methodological dilemmas commonly encountered in real-world meta-analyses. Fixed-, random- and mixed-effects models will be discussed and used. Methods for handling various meta-analytic complexities (within-study dependence, assessment and correction for publication bias) will be introduced. Each day, after demonstration and discussion of the day's material, lab time will be used to allow participants guided practice with formulating meta-analytic research questions, connecting those questions to analyses, conducting the analyses using R and SPSS software and interpreting the results.
Intended Audience	The workshop content is intended for applied educational, medical, social and behavioral science researchers interested in conducting a quantitative meta-analysis.
Computer Requirements	Participants should bring a personal laptop. Installation of R, RStudio and SPSS should be completed prior to the first day of the course. Instructions will be provided.
Time	1:30 PM – 4:30 PM
Instructor	Tasha Beretvas

Department	Educational Psychology
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Title	Professor
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Bio



Tasha Beretvas is a Professor in the Quantitative Methods program in the Department of Educational Psychology at The University of Texas at Austin. One facet of her research focuses on methodological challenges in meta-analysis. Tasha was elected to join the Society for Research Synthesis Methodology and in 2017 will begin serving as the co-Editor in Chief of the Research Synthesis Methods journal. In addition to her research on meta-analysis Tasha also teaches a graduate course on Meta-Analysis. Tasha has received multiple teaching awards including The University of Texas at Austin Outstanding Graduate Teaching and The University of Texas at Austin Regents' Outstanding Undergraduate Teaching Awards.

Introduction to Stata


Category	Software and Database
Prerequisite Knowledge	Participants should have the ability to navigate in the operating system environment of their choice (Windows, Mac, or Linux) and knowledge equivalent to that from an introductory statistics course covering p-values, confidence intervals, t-tests, ANOVA, and correlations.
Description	The purpose of the course is to provide instruction in the use of Stata for data handling and for conducting statistical analyses. Day one will provide an overview of the software, information on basic data handling and manipulation, and exploratory descriptive analyses. Days two and three will cover basic inferential analyses including chi-square tests, t-tests and ANOVA, and regression including the use of bootstrapping. Also covered in this section are principal components/factor analysis and related techniques used in scale construction. Throughout, the use of appropriate graphical techniques will be addressed and the basic theory behind each type of analysis will be reviewed. Day four will feature more advanced categorical analysis via binary and multinomial logistic regression. Coverage in this area will include the implementation of likelihood ratio testing in Stata. There will also be a brief introduction to Stata's programming capabilities for custom needs, and coverage of Stata's capabilities in structural equation modeling. After taking this class, participants will have excellent foundational knowledge of this software tool, and should have no trouble building on that foundation as needed by learning how to use Stata for other basic analyses not directly covered in the class and/or learning how to use Stata for more advanced or specialized techniques.
Intended Audience	The intended audience is anyone with knowledge of basic inferential statistics who wants to learn about Stata's capabilities and about how to use Stata to perform a wide variety of common analyses.
Computer Requirements	Participants should bring a personal laptop. Installation of Stata should be completed prior to the first day of class; instructions will be provided.
Time	1:30 PM – 4:30 PM
Instructor	Greg Hixon
Department	Psychology
Title	Professor

Bio



Dr. Hixon received his Ph.D. from The University of Texas in 1991. In the more than two decades since, he has served on the faculties of the University of Connecticut and the University of Texas at Austin, and has worked with a variety of governmental agencies and corporations in the areas of statistics, applied mathematics, and computational analytics. He currently teaches four Ph.D. courses at the University of Texas at Austin, spanning the range from basic approaches like ANOVA and linear regression to more advanced techniques such as multivariate non-parametric modeling, simulation methods, and structural equations.

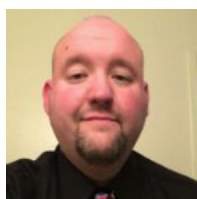
Introduction to Statistics (PM)

Category	Statistical Methods
Prerequisite Knowledge	Absolutely no previous knowledge of statistics is necessary or expected. However, participants should be comfortable working with spreadsheets in Microsoft Excel (either the Mac or PC version). Those who have never used Excel should prepare before coming to SSI, as a basic familiarity with the program will be assumed.
Description	This hands-on course will introduce participants to common descriptive and inferential statistical analyses. In addition to covering the concepts behind each method, we will also practice applying them on real datasets using Microsoft Excel. Sufficient time will be spent on understanding relevant assumptions and how to correctly interpret the results of each analysis. The specific topics covered in this course include: describing and visualizing data, t-tests, ANOVA, chi-squared test of independence, correlation, and linear regression. Optional “homework” will be offered after each class day for those who want additional practice applying the techniques discussed.
Intended Audience	This course is designed for those with little to no experience in statistics and who want use descriptive and inferential methods to analyze data. Whether coming from academia, industry, or government, participants in this course will learn the skills needed to help them better understand the data that they work with.
Computer Requirements	All participants will need a version of Excel from 2013 or newer. For PC version 2013 or 2016 is ok, for Mac people they MUST have Excel 2016 (most recent version). UT students and staff can download Excel 2016 for free through campus resources.
Time	1:30 PM – 4:30 PM
Instructor	Steven Hernandez
Department	Department of Statistics and Data Sciences
Title	Lecturer
Bio	 <p>Steven Hernandez is a native Austinite. He received a B.A. in Mathematics from The University of Texas at Austin in 2008, and Master’s in Statistics in 2015. He is a former high school math teacher and currently a lecturer for Intro to Market Analysis and Biostatistics at the University of Texas at Austin.</p>

Introduction to SQL and Relational Database Design

Category	Software and Database
Prerequisite Knowledge	Knowledge of computer use.
Description	This course will teach interested parties the basics of relational database design and Structured Query Language (SQL). Participants will have the opportunity to design their own database, as well as learn how to input and extract data using SQL. The course will focus on best practices of relational database design as well as a broad overview of the different types of queries used to retrieve data from a relational database. Technology used will include Microsoft Access and Microsoft SQL Server; however, the material taught in this course can be applied to many different technology platforms.
Intended Audience	People who are interested in learning about relational databases, how to use them, and how to input, retrieve, and analyze data using Structured Query Language (SQL).
Computer Requirements	Participants should bring a personal Windows laptop (32 or 64bit with Windows 7, 8, or 10) with MS Access – recent version OR SQL Server 2014 Express Edition – installed prior to the first day of class.
Time	1:30 PM – 4:30 PM
Instructor	Chris Golubski
Department	Department of Statistics and Data Sciences
Title	Lecturer

Bio



Chris is a doctoral student in mathematics education at The University of Texas at Austin, specializing in statistics education. He is also simultaneously pursuing a master's degree in statistics. He currently holds a Master of Science in Mathematics and teaches at several local colleges in Austin, with over 15 years of educational and professional experience in mathematics and computer science. Chris also does IT consulting and software development in the area.

Large Scale Data Analysis with Hadoop and Spark

Category	Statistical Methods
Prerequisite Knowledge	Participants should have basic working knowledge on Linux operating system and using command line interface. Participants are also expected to have at least introductory level of education in computer programming, such as knowledge on data structure, control flow. Experience and working knowledge on at least ONE of the following Java, scala, Python, R, SQL are preferred.
Description	This course will introduce participants to using the two most popular big data processing frameworks, Hadoop and Spark, for big data analysis tasks. The course will introduce basic system architecture and core components of each system in order to give beginner a clear picture on basics of the two systems. The course will feature clear instructions and a test system access for participants to get started on using those systems from day one. The course will give a grand tour of the data analysis capability to show how common data analysis needs for large data can be met with those platforms. Useful libraries and existing tools will also be introduced including Mahout, MLib, GraphX and SparkSQL. Those tools and libraries include a set of implementations of a wide range of analysis algorithms. Finally, the course will also introduce components and applications that enable utilization of the Hadoop and Spark through other programming language and interface including Hadoop Streaming, Spark-Shell and Hive. The course materials will include exemplar problems, hands-on exercises and demonstrations.
Intended Audience	This course is intended for people who are interested to learn more on available tools and solutions to support large scale data analysis. Students and professionals who are facing the scalability issue with data driven problems are welcome to this course.
Computer Requirements	Participants should bring a personal laptop. Installation of Java 1.8 and Secure Shell Client should be completed prior to the first day of class.
Time	1:30 PM – 4:30 PM
Instructor	Weijia Xu
Department	TACC
Title	Research Engineer / Scientist Associate Manager

Bio



Dr. Weijia Xu is a research scientist and the group manager for Data Mining & Statistics group at the Texas Advanced Computing Center (TACC) at The University of Texas at Austin. He has a Ph.D. in Computer Science and a M.S. degree in Life Science from The University of Texas at Austin. Dr. Xu's main research interest is to enable data-driven discoveries through developing new computational methods and applications that facilitate the data-to-knowledge transfer process. Dr. Xu has over 50 peer-reviewed conference and journal publications in similarity-based data retrieval, data analysis, and information visualization with data from various scientific domains. He has served on program committees for several workshops and conferences in big data and high performance computing area, most recently, co-chair for IEEE Conference on Big Data in 2015 and 2016. He also has been a guest editor for Journal of Big Data Research since 2015. Dr. Xu's group is also responsible in support two other computing resources dedicated to support data intensive workflow such as those requires Hadoop and Spark programming paradigm.

Questionnaire Design and Survey Analysis

Category	Design and Application
Prerequisite Knowledge	An introductory social research class would be helpful but is not necessary.
Description	The goal of this course is to introduce participants to the construction and analysis of social surveys. In the first part of the course, participants will be taught the tools needed to create effective and reliable questions, craft questionnaires that could be used in multiple settings (e.g., telephone, written, web-based), test questionnaires to ensure their effectiveness, design implementation strategies that will increase the likelihood of good response rates. By the end of the course participants will know the basics of designing and fielding a survey that could be used for research or other purposes.
Intended Audience	The course is primarily oriented towards graduate students, faculty, and others in the community who want a comprehensive introduction to survey design and implementation.
Computer Requirements	None Required.
Time	1:30 PM – 4:30 PM
Instructor	Marc Musick
Department	Sociology
Title	Professor and Associate Dean in the College of Liberal Arts
Bio	Marc Musick received his Ph.D. in Sociology from Duke University, then trained for two years as a postdoctoral fellow in the NIMH Postdoctoral Training Program on Psychosocial Factors and Mental Health at the Survey Research Center. His research examines the social production of pro-social activity and the consequences of that activity.

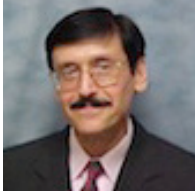


Time Series Modeling

Category	Statistical Methods
Prerequisite Knowledge	Participants should be very comfortable with the use and interpretation of multiple regression (including calculating plug-in estimates from the regression equation and their confidence intervals, hypothesis testing on coefficients, R-square, root mean-squared error, correlation, etc.). Participants should also be familiar with logarithms and exponentials, and with Excel. Some familiarity with SAS would be desirable, but a short tutorial to make participants quickly productive in SAS will be included. Calculus is not necessary. Appropriate readings will be provided before the course.
Description	This course will teach a practical approach to modeling time series data. The goal of modeling is to explain and to predict: to account for why a phenomenon varies over time and to predict its future. The course focus is empirical modeling, rather than theoretical properties. Participants will learn how to propose models, estimate them with data, diagnose whether they fit, and interpret their meanings. Models covered include random samples, random walks, regression, autoregression, moving averages, and related structures. Computer demonstrations with both real and simulated data will be used extensively.
Intended Audience	The course is intended to be immediately useful for anyone (students, faculty, administrative staff, state agency employees, private company employees, consultants, etc.). Anyone who has a time series dataset sitting on his/her desk that he/she needs to understand and/or forecast. The course will provide a general-purpose method that the participant, on his/her own, can use to fit a model to the data, diagnose whether the model fits, and use the model to understand the data and forecast future values. The course is not intended to provide exposure to a wide variety of specialized models, but rather to provide a few widely applicable general-purpose tools.
Computer Requirements	Participants should bring a personal laptop; Windows preferred. MAC OS ok but OnDemand support not available. Laptops should have a modern, up-to-date internet browser to use with SAS OnDemand (a free cloud-based version of SAS). There is no software to download for SAS OnDemand, but you do need to register with SAS. Details on installation will be provided. Your laptop should also run Microsoft Excel.
Time	1:30 PM – 4:30 PM
Instructor	Tom Sager
Department	McCombs

Title	Professor
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Bio	
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Tom Sager was raised and educated in Iowa. He served in the Army as a trumpet player during the Vietnam War. After getting his Ph.D. in Statistics from the University of Iowa, he practiced the art of professing at Stanford University and The University of Texas at Austin, and someday may get it right. Attracted to statistics because he thought it would allow him to avoid specializing, he has published articles in leading statistics and applied journals that span the gamut from very applied to very theoretical. He has dabbled in statistics in insurance companies, mathematics, air pollution, law, auditing, and quality. Tom's current research interests focus on econometric analysis of insurance companies. He has just completed a three-year project to develop models for forecasting financial crises and stress-testing European banks. Tom has consulted extensively for insurance and re-insurance companies, lawyers, government agencies, large and small corporations, and consulting firms. His primary teaching responsibilities include the core statistics course in the MBA curriculum and econometrics for doctoral students. Tom has won the Joe D. Beasley Award for teaching excellence in the MBA program and recently was selected by students as outstanding professor in the Masters in Business Analytics program. Currently Professor of Statistics in the IROM Department, Tom just loves statistics in all its ubiquity.