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■ **April 25
Open House**

Usability Lab open house:
April 25, 3:30–6:30 pm.
The lab is in the lower
level of Walter Library:
<http://web.umn.edu/Webteam>

■ **What's new in
the Usability Lab?
Eyetracking!**

Look for an update on the Usability Services lab in Walter Library next month's issue as we unveil the new eyetracker equipment. This capability will allow sponsors of web sites and applications to understand more clearly how people actually see the information on the computer screen. — Kari Branjord, Enterprise Web Development, Usability Services

Information Technology

Privacy: defining the problem

Data privacy

Concerns about data privacy affect members of the University community on many levels. Students, faculty, and staff all own, or are responsible for, growing quantities of data that they wish to (or are legally required to) protect. Legislation like FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act) define classes of information and establish consequences for failing to maintain private data correctly.

More FERPA and HIPAA information here: <http://www.umn.edu/oit/security/moreinfo.html>. Also see HIPAA article in last month's newsletter.

Good news

The good news (and it really is good) is that we now have an official University approved standard to cover this very problem! This standard has been developed to support the fact that the University of Minnesota “has a responsibility to maintain high standards of security for private/non-public electronic information.” The standard is available from OIT's security website at <http://www.umn.edu/oit/security/privatedata.html>.

That is “good” news for the University community because it shows an institutional commitment to support the goal of “securing [protected data] against intentional or unintentional loss of confidentiality, integrity, or availability regardless of location.” The question is: how to use this tool to maintain and secure private data?

You can start by using the standard to highlight what you need to do. Is data being transmitted without encryption? Is staffing adequate to maintain the systems? How are

backups handled? Use this as a checklist that provides a way to think about privacy of information and the security of your data.

This is a University standard that OIT Security and Assurance supports. We'll help as much as we can — such as by providing resources you can use, in particular the Quickstart wizards, that your department can use to better secure workstations.

No single, simple fix

Securing private data isn't a problem with a single, simple fix. We'll never reach a point where everything

is completely secure. As noted security author Gene Spafford said: "The only truly secure system is one that is powered off, cast in a block of concrete and sealed in a lead-lined room with armed guards — and even then I have my doubts."

The important thing is that working together, with common sense, and using tools like this standard as a guide, we can manage the risk.

■ Joel Anderson, OIT Security and Assurance

About using Social Security Numbers

The University's efforts to protect private data include these goals:

- Reduce the collection of the SSN except where required by law.
- Reduce the use of SSN in data systems, including display pages and reports.
- Require the use of a disclosure statement when collecting the SSN.
- Increase awareness about the concern for privacy and the risk of identify theft related to the disclosure of the SSN.

These goals are from the draft of the University's Standard called Use of Social Security Numbers (more excerpts on the right).

Through May 10 you can still send suggestions, comments, and questions about the draft to Mark Powell at this e-mail address: m-powe@umn.edu.

The draft is on the Data Security web site: <http://www.umn.edu/datasec/security/StandardSSNUsage.htm>.

More excerpts from Draft Version 2.6

Introduction

The University of Minnesota recognizes the increased concern of individual privacy and the risk of identity theft. The Social Security Number (SSN) is classified as private data. The protection and confidentiality of the SSN is covered under Regents policy, federal law, and state law. However the SSN has been routinely requested to help identify and match records. This standard is intended to specifically address issues related to the use of the SSN in University Systems, including self-service applications and departmentally administered systems.

Requirements

1. This standard applies to all University systems.
2. The Social Security Number will not be collected or used in any new University system except where required by law. The SSN can be voluntarily provided to help match records.
3. University forms that request the SSN must indicate if it is voluntary or required. If required the form should include or be accompanied by a disclosure statement (see Implementation).
4. The Social Security Number can only be used for the purpose it was collected.

5. Access to SSN data will be restricted.

6. The Social Security Number will not be displayed in University computer systems except in modules where the SSN is required.

7. The Social Security Number will not be displayed on electronic or hard copy reports or documents except when required by law.

8. For business processes that require the SSN, the last 4 digits may be used in confirmation documents.

9. The Social Security Number will not be used as the primary key in databases.

10. The Social Security Number, like other private data, will be stored in a secure manner. The SSN should not be stored on portable storage devices that are not secured (e.g., laptops). Encryption will be required for transmitting SSN data.

11. An annual review of all systems using Social Security Numbers must be conducted to confirm that current security standards are being applied to protect the privacy of the data. (See OIT Securing Private Data standard.)

Exceptions

The University is required to collect the SSN for ...

■ Mark Powell, OIT Data Security, m-powe@umn.edu

Read the entire draft : <http://www.umn.edu/datasec/security/StandardSSNUsage.htm>

UMCal: use it for your personal and professional needs

The power of “view times only”

Every week more people adopt UMCAL, the University’s central calendaring system, to manage their professional time commitments. Some people are hesitant to move from their current scheduling system to UMCAL because they don’t think it can handle their professional and personal scheduling and keep the personal information confidential.

Fear not. UMCAL shows the “when” not the “what” details of your schedule. The initial UMCAL settings let those who can view your calendar see when you are available, also known as “view times only.” UMCAL shows no details about those times when you are unavailable. To see how to use UMCAL for work, personal, and confidential scheduling, read on.

UMCAL access basics

UMCAL displays available and unavailable times. By default, UMCAL does not reveal any details of any events in users’ calendars. That means when someone accesses your UMCAL calendar, all they can see is the dates and times you are available.

UMCAL dubs this level of access “view times only.” UMCAL users may select an even more private option; they can prohibit others from viewing their calendar at all, so no one can even see their busy times.

Fine tuning UMCAL

UMCAL gives its users more flexibility than many systems. Some scheduling systems used at the University make a distinction only between regular and private events. UMCAL allows any event to be classified in four ways: normal, personal, confidential, or public.

UMCAL users may set access rights for normal, personal, and confidential levels for all other users or on an individual basis.

By defining events as work-related, personal, or confidential, a UMCAL user may allow others to view the details behind their work-related events while showing busy times only for entries that are personal and confidential. Using the different access levels and granting additional rights to individuals gives UMCAL users a lot of flexibility.

UMCAL’s four access levels and its ability to assign rights on a user-by-user basis helps make it a very robust calendaring solution.

Examples

UMCAL’s default “view times only” setting lets its users exchange basic information about their schedules without forcing them to reveal details about their day-to-day or hour-to-hour activities.

Consider a user who maintains a record of all of their professional and personal entries in one scheduling system. With UMCAL, this user may easily give their co-workers or assistants access to the details surrounding their professional (normal) entries but give all others “view times only” rights to these normal events on their calendar.

Confidential entries are not a problem either. An assistant or anyone who might be privy to this information can easily be given the ability to view the details behind these events while still obscuring them from others.

Personal events can be obscured from others as well while allowing any friends who share in the activities to view the details surrounding these events. All others who view these personal events would only see the block of time as busy.

A robust calendaring solution

UMCal's four access levels and its ability to assign rights on a user-by-user basis helps make it a very robust calendaring solution, enabling its users to manage their professional, personal, and other commitments without revealing the details to other calendar users.

Setting up access rights

Want to know how to control access rights, such as:

- How can I verify that others can see only my busy times? (that is, verify that the defaults have not been changed)
- How do I revoke all rights? (that is, hide my calendar from everyone)
- How can I prevent others from scheduling events with me?
- How can I grant another user different rights?
- How can I grant multiple users different rights at the same time?
- How can I set the access level for an event in my agenda?

UMCal tip

▼ Resources can use groups, too

Here's a tip for more advanced users.

Have you discovered that you can't create groups as the resource and can't use your own groups when working as a designate? If yes, you can easily work around this by using a members-only group. Anyone listed as a member of these groups can make use of the groups. To do this:

- Log in to UMCal as yourself.
- Create a new member-only group, and include the resource in the membership list.

You can then access the resource as a designate and use your new group. You can also use members-only groups to easily add users to the access rights listing for resources, when logged in as the resource itself.

■ Peter Wiringa, Academic and Distributed Computing Services, UMCal support

You'll find step-by-step instructions for changing access rights for several popular clients on the UMCal web site: <http://www.umn.edu/umcal/privacy>.

You may also send e-mail to umcal@umn.edu and a consultant will work with you to answer your questions.

■ Peter Wiringa, Jay Nelson, Academic and Distributed Computing Services, UMCal support

UMCal tip

▼ Using the off-line agenda

When you set up a UMCal desktop client you can choose whether or not it keeps an off-line agenda. Whenever you first create an off-line agenda, a password is automatically assigned that is the same as your Internet password. This means when you change your Internet password, the on-line and off-line passwords no longer match; and you may get an error when you next log in to UMCal — that is, you will see either a new dialog box requesting you type in the off-line password, or you will receive an authentication error box. In that case, to access UMCal, type in your old password at the prompt; then click the OK button.

Synchronize passwords

To synchronize your off-line and on-line passwords:

- First, take UMCal off-line. Go to the *File* menu and choose *Work Off-line*.
- UMCal will download any changes into your off-line agenda.
- Then you should see the Password reconciliation box.
- Now you can take UMCal back online. Go to the *File* menu and choose *Work Online*.

To change your Internet Password see <http://www.umn.edu/validate> (a topic covered in last month's newsletter).

■ Jeremy Casper, Academic and Distributed Computing Services, UMCal support

Faculty TEL Leadership Wiki

Each month, Digital Media Center (DMC) consultants publish information on our web site about a current educational technology issue discussed at sessions of the Technology-Enhanced Learning (TEL) Seminar Series, in our classes, or at our program or project meetings.

Wiki

When this year's DMC faculty fellows began to brainstorm with DMC consultants

about how they could support their peers' TEL efforts, they hit on the idea of creating a wiki about TEL at the University of Minnesota.

A Wiki or 'wiki' . . . is a website (or other hypertext document collection) that allows users to add content, as on an Internet forum, but also allows anyone to edit the content. "Wiki" also refers to the collaborative software used to create such a website.

This definition comes from Wikipedia, an extensive online encyclopedia that has been collaboratively written and developed: <http://en.wikipedia.org/wiki/Wiki>.

A self-selected community

Anyone with an interest or expertise in a topic may contribute or edit content. The potential hazards of collaboration on such a wide scale are obvious, ranging from poor or inaccurate writing to malicious intent. What is perhaps most surprising, then, is that Wikipedia gravitates toward excellence. The quality of a wiki isn't guaranteed by any safeguards built into the technology, but by a self-selected and interested community.

In keeping with the nature of the wiki, the faculty fellows didn't begin with a design plan that specified an audience or determined the scope of the site or the content. All of this is being negotiated on the site as people contribute and edit one another's work.

For example, on February 14, 2005, the purpose of the faculty fellows' wiki was described on its home page as:

This wiki is for use by the 2004–2005 DMC Faculty Fellows. We will use this wiki to create and edit pages for the TELSeminar and discuss strategies for DepartmentalSupport.

By March 20, this description had been edited and added to many times until it evolved into the following:

Statement of Purpose

This site is being initiated by Digital Media Center 2004 - 2005 Faculty Fellows (<http://dmc.umn.edu/fellowship/index.shtml>) at the University of Minnesota. It is designed for current and prospective students, staff, and faculty who are interested in learning or sharing information about TEL at the University.

Goals

We've initiated this site in order to

- explore the wiki as a collaborative tool for gathering and disseminating information across campus units;
 - explore the process of collaboration;
 - create something useful for the academic community;
 - create a platform for discussing and sharing information about TEL;
 - support instructors in their efforts to enhance student learning using technology;
 - reflect on how we learn emerging technologies and their potential use for enhancing student learning;
 - see what happens next.
-

By now, the faculty fellows' wiki home page could have evolved further. Any subscriber could have accessed a Page History page displaying all changes to this text and chosen to make further changes, restore previous versions, or add information.

May 3 Seminar

At the next TEL seminar, moderator Linda Jorn, the director of the DMC, Twin Cities campus, and the

2004–05 DMC faculty fellows below will introduce the faculty fellows' wiki:

- Lee-Ann Kastman Breuch, Department of Rhetoric, Twin Cities campus;
- Angela Carlson-Lombardi, Department of Spanish and Portuguese Studies, Twin Cities campus;
- Simon Hooper, Department of Curriculum and Instruction, Twin Cities campus;

Page History

The Page History view of a faculty fellow's wiki page with the collaborative changes that have been made to it displayed in chronological order from the most to least recent.

SearchWiki:

PmWiki

Main.SideBar
(edit)
[Home Page](#)
[WikiSandbox](#)

PmWiki
[Download and Install](#)
[Tips For Editing](#)
[Documentation](#)
[Index](#)
[FAQ](#)
[PmWikiPhilosophy](#)
[Release Notes](#)
[ChangeLog](#)
[Changes from PmWiki 1](#)

pmwiki.org
[Cookbook](#)
[PITS \(bugs, development\)](#)
[PmWikiUsers](#)
[Success Stories](#)

[Recent Changes](#)
[Printable](#)
[View Page History](#)
[Edit Page](#)

[Main /](#)
[HowToIntegrateTechnologyIntoAUniversityCourse](#)

Main.HowToIntegrateTechnologyIntoAUniversityCourse History
[Hide minor edits](#) - [Show changes to markup](#)

March 16, 2005, at 02:12 PM by **kjw**
Changed lines 1-2 from:

Different ways to use technology in a course

to:

Different ways to use technology in a course

[Restore](#)

March 16, 2005, at 02:11 PM by **kjw**
Changed lines 1-2 from:

Different ways to use technology in a course

to:

Different ways to use technology in a course

[Restore](#)

March 09, 2005, at 11:17 AM by **Simon Hooper**
Added lines 1-6:

Different ways to use technology in a course

- [Blended learning approaches](#)
- [Teaching a course that is completely online](#)
- [Technology tools to supplement a course](#)
- [Adventure learning](#)

[Restore](#)

- Donna Pearson, Department of Curriculum and Instruction, Twin Cities campus; and
- Edward Ratner, Department of Medicine, Twin Cities campus.

The fellows will explain how the idea for a wiki grew out of a discussion about bringing TEL-related issues back to their own departments. The fellows also will explore how wikis may be used to quickly gather and document information and ideas, reflect on why they might or might not use wikis for teaching, and discuss the process and challenge of growing and administering a wiki site.

Please join the discussion:

May 3, 2005
 12:00 P.M.–1:30 P.M.
 402 Walter Library,
 East Bank, Twin Cities campus

Bibliography

The following articles may help you research how wikis can be used for teaching and learning.

Barton, Matt. Embrace the Wiki Way! 21 May 2004.
http://www.mattbarton.net/tikiwiki/tiki-read_article.php?articleId=4.

In this brief article, posted on his web page, Barton provides a basic definition of a wiki, offers a list of “good” and “bad” pedagogical uses for them, and challenges others to find additional ways to use wikis effectively.

Lamb, Brian. “Wide Open Spaces: Wikis, Ready or Not.” *Educause Review* 39, no. 5 (2004): 36–48.
<http://www.educause.edu/pub/er/erm04/erm0452.asp>.

In this engaging article, Lamb provides not only an overview of what wikis are, but also examples of academic and non-academic uses and the “standard” arguments against their use. In the last half, he discusses the use of wikis in higher education, including the challenges instructors face, such as how to relinquish control of the space to use it effectively in the course setting, how to determine multiple authors’ credit, and how to deal with intellectual property, copyright, and technical issues.

Campus resources

The following may help you explore how to use wikis for educational purposes.

- See our “Faculty TEL Leadership Wiki” Spotlight Issues page to sign up to participate in the seminar using Breeze Live and to later access a recording of the Breeze Live session: <http://dmc.umn.edu/spotlight/leadership.shtml>.
- Meet with our consultants to discuss how to use wikis for teaching and learning. See <http://dmc.umn.edu/consultations/>.
- Take our TEL: Fostering Online Communication and Collaboration short course to learn about a variety of strategies, such as wiki activities that you can use to promote online communication and collaboration in TEL environments. See <http://uttc.umn.edu/training/courses/description.jsp?secName=TEL121>.
- Find links to wiki resources under the heading “Wikiroll” on the CultureCat: Rhetoric and Feminism Portal page published by Clancy Ratliff, a Ph.D. candidate in the Department of Rhetoric, at <http://culturecat.net/portal>.

We searched the University of Minnesota web site to see how other University units might be using wikis. See the examples we found.

- the University Libraries staff wiki: <http://wiki.lib.umn.edu>
- the MapServer wiki: <http://mapserver.gis.umn.edu/cgi-bin/wiki.pl?MapServerWiki>
- the Association of Computing Machinery, University of Minnesota chapter’s wiki: https://acm.cs.umn.edu/wiki/index.php/Main_Page
- the University of Minnesota, Morris Computer Science TWiki: <http://csci.morris.umn.edu/>.
- Lauren Marsh, Kim Wilcox, and Christina Goodland, Digital Media Center

▼ **Help**

- Computer Misuse or Abuse (also see Procedure 2.8.1.1)
- Emergency Network Help Line 612-625-0006
 - Non-emergency, e.g., spamming abuse@umn.edu
- 1-HELP 612-301-4357**
- Dial 1-HELP. Listen to the voice menu list of options.
Press the number of your desired option.
- Technology Help www.umn.edu/adcs/help

▼ **Modem pool for active UM accounts**

Internet/PPP: up to 53kps if v.90 612-627-4250

▼ **Quick Guide**

- Internet/Email account options www.umn.edu/validate
- Office of Information Technology www.umn.edu/oit
- One Stop Services onestop.umn.edu
- Techmart www.techmart.umn.edu
- Computer Accommodation Program cap.umn.edu
- University Computer Services www.umn.edu/ucs
- U Libraries (MNCAT/LUMINA) www.lib.umn.edu
- UM News Server news.umn.edu

Associate Vice President and
Chief Information Officer, Steve Cawley 612-625-8855

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Twin Cities campus address label trivia: 1st # is record #; 2nd # is your Campus Mail delivery code, http://umn.edu/lookup

Apr. 2005B [pantone 295, featuring Abbses]

Add (subscribe info below at ☆)

Delete/Cancel *

Change Name *

Change Address *

Change Other *

* If you cancel or change a campus address, please tell us the **Record No.**

Tear off the end page and send the entire mailing label to us. Or send e-mail to: oitnsltr@umn.edu

