New Scanex Data File Retrieval Procedure

Customer Support Centre <helpdesk@uwo.ca>

As of May 1, 2008, the ITS Customer Support Centre will be implementing a more secure process for delivering your Scanex data file. The data file which previously has been sent as an attachment in your email will automatically be uploaded to a “Content Management” folder within your WebCT OWL course environment. (See Fig. 1 - use the Content Manager tab.)

When signing in your exam sheets, you will be asked by the ITS Front Counter staff for a valid email account and the userid for the instructor of the course.

The ITS Full Marking Service, available through the ITS Main Office, already uses this procedure to send all requested files.

Fig. 1
Scheduled System Maintenance
Sundays
6:00am - 12:00 noon

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We welcome your comments,
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ITS Mission
We are committed to
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technology services and solutions
in support of the teaching and
research missions of the
University.

ITS Vision
To be recognized as the
preferred source of information
technology services and solutions
within the campus community
and recognized as one of the
leaders in the North American
university community.

Network Backup Service

For network backup and
recovery service please contact
the ITS Legato Group, e-mail:
legato@uwo.ca For details see:
http://www.uwo.ca/its/network/
backup.html

ITS OPEN HOURS

Building hours and hours of
opening for the various areas of
ITS are listed on the web at
http://www.uwo.ca/its/reach/
contactus.html#hours

In Touch Mailing List

Additions, deletions, and
changes to the mailing list can be
made using the form on the web
at http://www.uwo.ca/ITS/NEWSLETTERS/INTOUCH/
subscription.html

ITS Services 2007-2008
http://www.uwo.ca/its/services.pdf

Need help, have a question?

- Call the ITS Customer Support Centre
  519 661-3800 ext.83800
  M-F 8:30am-10:00pm, S & S 2:30-10:00pm
- ASK ITS at http://askits.uwo.ca/
- Email using the Web Form at
  http://www.uwo.ca/its/helpdesk/question.html
By the time you read this article, we will be less than six months away from moving the primary data centre. Wow! Where does the time go?

Construction of the new Data Centre is well under way; the walls are up and lights are going in. Yet there is more to a Data Centre than just four walls and a few lights. Over the next few months, the new Data Centre facility will be a blur of construction activity. Air conditioning units, electrical systems, UPS, fire suppression systems, raised floor structure, racking and hundreds of meters of cable are but some of the items that will be installed, documented, tested and re-tested between now and July.

Even with all of the physical construction of the new Data Centre completed, much work remains before equipment can be moved into the facility. Components such as network infrastructure, campus backbone connectivity, monitoring equipment and telecommunication services will need to be installed, labeled, documented and tested.

Finally, before any critical services are delivered from the new facility, a complete commissioning process involving a multitude of testing and verification of all associated Data Centre systems will be completed. Once all of these systems are in place, fully tested and verified, only then is the facility truly ready for production.

In parallel, ITS continues to “fine tune” the move plan with all parties and departments involved.

• ITS continues to further refine the specific details regarding asset moves and service impacts.
• Communication plans are being developed specific to the Data Centre move and will be rolled out over the next 4-6 weeks.
• And many more, too numerous to list.

You may ask, when is the “BIG” move to take place? As it stands, ITS will be moving the current Natural Sciences Data Centre facility in the month of October 2008. This will be a busy time for all parties involved! The final outcome will be a state of the art Data Centre that will service the University Community for years to come.

Doug Vandevrie <dougv@uwo.ca>
The ITS home page at [http://www.uwo.ca/its/](http://www.uwo.ca/its/) (Fig. 1) provides links in the top right-hand corner to monitors of services that ITS is responsible for.

- ITS Services Monitor
- System Health Status
- Maintenance Calendar

These links take you to pages which give a performance status of the various systems. The System Health Status (at [http://www.uwo.ca/its/systemstatus/](http://www.uwo.ca/its/systemstatus/) - Fig. 2) provides information about the performance of Email, WebCT OWL, the Wireless service, the Web, Voice Services, and a category Other. The graphic beside each service is a current system status indicator designed to give you a snap-shot of the overall status of these services.

If you are experiencing performance issues with any of these services, the System Health Status page is a good place to check.

The Maintenance Calendar gives information about current and future outages. Please note that ITS reserves Sundays from 6am until noon for scheduled maintenance. We try to post advance notice when at all possible.
This article continues the theme of **Digital Identity** introduced in the last two issues of *In Touch*. The last article, titled **Securing the “Digital You” to Protect the “Real You”**, (Vol. 14 No. 2, page 5) ended with some brief advice about separating digital identities:

- Set and keep your Western account password different from any personal account passwords, and;
- Set and keep your online banking/investing passwords different that any other personal account passwords.

This article elaborates on that advice, and hopefully will provide the reader with additional insight into best practices for digital identity protection.

At its root, effective information security is NOT about eliminating risk entirely; rather, effective information security is about striking an appropriate balance between risks and the costs associated with mitigating those risks. Those costs may be hard costs due to special software or services (e.g. antivirus and firewall software or subscription-based credit monitoring services), or soft costs associated with, for example, ease of use and productivity considerations.

From this risk management perspective, a couple of observations can be readily made:

- using the *same* password for every online account would place a great deal of personal information at elevated risk of theft
- using a *different* password for every online account would create a large administrative burden associated with managing those passwords – and might even be counter-productive if the result is that the large numbers of passwords are written down or stored in a manner that puts them at elevated risk.

Somewhere in the middle of the spectrum defined by these two extremes is a “happy medium” where the risks are appropriately balanced. That is, there are some accounts that could (and should) share passwords, and there are others that should not. Determining how to handle a given account depends on several factors:

- What information is available based on the account in question, and how problematic could a compromise of that information be – to you the account holder, or to others whose information is accessible to you via that account?
- How easily could this account be correlated with another of your online accounts and what would be the additional risk if those other online accounts were compromised using the password of the account in question?
- How easily could you recreate the account or recover the services if your password were forgotten or compromised?

For me, these factors result in a 4-tier approach to my digital identity:

- my professional identity, with a strong unique password
- my personal private identity, with a different strong password reused among a small number of trusted sites (banks, insurance companies, benefits, etc.)
- my personal public identity, with a weaker password reused among a number of online social networking sites
- my throwaway or anonymous identity, with a simple password reused for signing up to access resources only once

Because my professional identity allows access to various pieces of sensitive information (about myself and others), it’s critical that its password is unique. Even if all I could access was information about me, and not others, I would still not want to reuse the password from my personal private identity because my Western account name can be easily found from the online directory. That means that if my personal private password were compromised, my Western identity could be expected to be compromised as well.

Even though the information available through each is quite valuable to me, I don’t worry too much about sharing a strong password among banking and similar trusted sites, since each of them requires something that’s not easily available: namely an account number. Because of that, I consider the risk of an identity compromise propagating from one such trusted institution to another to be very small.

*Continued on page 9*
Fig. 1 - Preceptor Education Program Home Page in WebCT OWL
In October 2006, faculty members from an inter-professional research group at Western and Fanshawe College submitted a grant proposal to the Ministry of Health and Long Term Care (MOHLTC) for a funding opportunity entitled The Interprofessional Mentorship, Preceptorship, Leadership and Coaching Fund. This research group was lead by Ann Bossers, Associate Professor (School of Occupational Therapy, Faculty of Health Sciences) and included representatives from the following disciplines: Occupational Therapy, Nursing (Fanshawe College and Western), Physical Therapy, Communication Sciences and Disorders, and Health and Rehabilitation Sciences Graduate Program, Middlesex-London Health Unit. This proposal to develop an inter-professional web-based, on-line education program, which would provide practical support to preceptors and their students, was accepted in February 2007. This project was undertaken by the ITRC in March 2007.

The working team consisted of the interprofessional research group as well as an epidemiologist/statistical advisor, educational developer for the project, work study students and a representative (Eva Placko) from ITS who was the project manager for the IT portions.

The project became known as the Preceptor Education Program or PEP. Access to PEP is free, and it can be accessed anytime, from anywhere. There were several parts to this project: a public web site, eight modules in WebCT OWL, (see Fig. 1) and a registration application to automatically create an account in PEP for the registrant. The modules (see Fig. 2) include multimedia components such as movie clips, learning activities, exercises and quizzes, downloadable documents and links to other resources.

The main ITRC developer was Angela Vandenbogaard, who designed the header image and the look of the modules, and created all the special icons as well as some custom images that are used throughout the modules. Angela converted the content that was provided in electronic form to the module format in WebCT OWL and also filmed several videos for the site. Angela was assisted in the video filming by other ITRC student consultants. The scripts were provided by the PEP team, some of whom also took on the roles of actors in the movies. The results are professional-looking and fun to watch. Other members of the ITRC student staff and members of the ITS Instructional Support team assisted on this project.

Each module takes about 30 minutes to complete and is full of quick tips, downloadable learning activities, and tools and many of the modules are designed so that preceptors and students can work through them together. The learning modules are applicable to any health care discipline. The modules are:

- Module 1: Orientation - Welcoming the Student, Roles and Expectations
- Module 2: Developing (Really Useful) Learning Objectives
- Module 3: Giving and Receiving Informal Feedback
- Module 4: Understanding and Fostering Clinical Reasoning
- Module 5a: Fostering Reflective Practice
- Module 5b: Advanced Topics in Reflective Practice
- Module 6: Dealing with Conflict
- Module 7: The Formal Evaluation Process

A feature of the WebCT OWL modules is the ability to write a brief reflection note that captures your key learning from the module and how you plan to use it in your practice, clinical teaching, or clinical learning. You can also generate a “certificate of completion” for each module, which can be printed and added to your professional portfolio. The certificate...
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shows a summary of what was covered in the module and includes the reflection note you entered.

A public web site that gives an introduction to PEP was developed using the same look as the modules. It can be found at http://www.preceptor.ca/. Through this site you can register for access to the modules and also log in to the modules.

Another piece of the project was to create the registration application. This is a web form that when submitted, automatically creates a WebCT OWL account for the registrant for the PEP modules, in real-time. The registration process is free to anyone and the registrant has access to PEP immediately.

PEP was tested as a pilot during the summer of 2007. After the pilot, the team made corrections and enhancements based on comments received during the trial period. The final PEP was launched in September 2007. Since then over 2,000 students and preceptors have registered and viewed the modules. The people are from all over Canada as well as from other parts of the world.

This year, Occupational Therapy, Physical Therapy, Communication Sciences & Disorders and Nursing have incorporated PEP into their courses. The PEP team has also been advertising and presenting the PEP modules at various workshops and conferences all over Canada.

This project has been very successful, but it has not been without some challenges during the development phase. This was due mainly to the fact that the WebCT OWL learning modules are highly customized; rather than simply using the tools provided in WebCT OWL. Also, the project has used some native WebCT OWL features in an advanced or innovative way that has not been implemented here before. The finished product, however, is an interesting, easy to use, valuable tool for both preceptors and students.

Eva Placko is a full-time staff member in the ITS Web and Instructional Team.

Angela Vandenbogaard is an ITRC student consultant. Angela is completing her Bachelor of Medical Sciences this Spring and plans to continue her studies in Radiology. She has worked in the ITRC since November 2004.

Fig. 2

M2.04 Why Develop Learning Objectives at All?

Learning objectives encourage learners to take responsibility for their own education by asking them to design learning experiences that best match their individual learning styles and by allowing them input into the means of evaluation.

Requiring students to develop learning objectives increases the students' perception of empowerment and accountability in their learning experience.

Not all learners share the same interests or needs, nor do they arrive with the same skill sets, backgrounds, and life experiences. Deliberate, collaborative development of learning objectives will allow preceptors to individualize learning experiences and optimize learner resources. There are no right or wrong objectives per se; the objective needs to match the student's needs and the resources available.

But WHAT kind of learning objectives do we envision? And WHAT factors need to be considered when formulating such objectives?
While my personal public identity has importance in terms of my reputation, the reality is that I can recover from a compromise of one (or many) of the sites where I reuse this third, weaker password without too much trouble.

Finally, for throwaway purposes, a simple password is just fine since I have no ongoing interest in using that account – if I need to reuse the service, I can sign up again using the throwaway password. There are even services that allow you to create temporary email addresses for temporarily signing up to such services without exposing yourself to spam (e.g., 10minutemail.com).

If you go through a similar thought process and come up with your own rationale for where to reuse (and more critically, where NOT to reuse) passwords, you can strike the right balance for your own circumstances. Just remember that your limited number of passwords should be distinct from each other, to eliminate the risk of a determined hacker guessing one based on compromising another. And don’t forget to change your important passwords on a regular basis!

As always, if you have an Information Security issue, concern, question, or comment, or if you want more information on the topics discussed in this article, please do not hesitate to contact me. I can be reached by email at <jamesm@uwo.ca>. And keep computing safely!

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**Telecommunications Project Update**

*Mona Brennan-Coles <mona@uwo.ca>*

**New Voicemail System**

Faculty and staff were moved to the new voicemail system (Cisco Unity) on the evening of May 6, 2008. The first time you login to the new voicemail system, you will be prompted to complete a short tutorial and change your password from the default 1111.

**Messages Saved on Previous Voicemail System**

You will be able to access any saved messages on the old voicemail system until September 30, 2008. They can be accessed from off campus by calling 519 661-3333 or ext.83333. It is possible to record any saved messages on the old voicemail system if you will need them later than September 30.

**Changes to the Request Process**

Users of the new system now require an active appointment before ITS is able to set up voicemail for them. This change in process aligns Telecom processes with ITS processes for granting access to a number of corporate systems and services e.g. Email, PeopleSoft, WebCT OWL, and prepares for Unified Messaging.

**Documentation**

To assist you in the transition to the new voicemail system, your department telephone coordinator has been provided with a **Voicemail Quick Reference Brochure** for distribution. This brochure is also available online at [http://www.uwo.ca/its/telecom/voicemail/VoiceMailQuickReferenceGuide.pdf](http://www.uwo.ca/its/telecom/voicemail/VoiceMailQuickReferenceGuide.pdf).

Additional documentation can be found at [http://www.uwo.ca/its/telecom/voicemail/](http://www.uwo.ca/its/telecom/voicemail/).

**Help from ITS**

Help is available from ITS in the following ways:

- **Webform:** [http://www.uwo.ca/its/helpdesk/question.html](http://www.uwo.ca/its/helpdesk/question.html)
- **Phone:** 519 661-3800 or ext.83800
- **Chat:** [http://www.uwo.ca/its/helpdesk/chat.html](http://www.uwo.ca/its/helpdesk/chat.html)
Disk Quota, Email Quota

Panther Quota Questions and Answers -
http://www.uwo.ca/its/helpdesk/disk.html

Disk Quota Usage Report -
https://servlet.uwo.ca:8081/diskquota/diskquota.jsp

Increasing Your Email Quota -
http://www.uwo.ca/its/email/increasequota.html

Email Quota Increase Request Form -
https://servlet.uwo.ca:8081/emailUsageCharge/index.jsp
Commonly Used Numbers

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Facilities

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Mailing List

If you wish to have your name and/or address added, changed, or deleted from the In Touch mailing list, please provide the following information.

Category:

UWO ___ faculty, ___ staff, or ___ graduate student (Please give campus address below.)

Request following action:

___ ADD       ___ CHANGE       ___ DELETE

Last Name_________________________________________ First Name and Initials_________________________________________

Department________________________________________

Address of department (Building on campus or affiliate)_________________________________________________________

Previous label information (if varies from above, or include previous label)

Return to: In Touch Mailing List, Information Technology Services, Natural Sciences Centre, The University of Western Ontario, London, Ontario, Canada, N6A 5B7