

Get Connected!

An Information Technology Newsletter

Volume 2, Issue 1

December 10, 2008

The Changing Web

By Mike Murray, Web Developer

Inside this issue:

The Changing Web	1
Phishing—Don't Get Lured in	2
Multi-Function Printers	2
Always Trying to Improve	3
Recycling Printer Cartridges	3
IT Help Desk Statistics	3
Word Tips & Tricks	4
Poster Printing	5
A (Col)League of Our Own	5
5 Tips Using Web 2.0	6
From the Director	6
Blackboard	6
Words of Caution	8

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Another semester is coming to a close
 No time, technically, to ever doze
 The Fall has gone well
 We hope all of you can tell
 The Help Desk has been out straight
 But handling it all with only a short wait
 So much is still to come
 For in IT it is never ho-hum
 There is lots to do for the ERP
 Involving many departments, especially IT
 So be patient with us and you will see
 That we are always here for you in IT
 -Betty Flanagan

In his *Summa Theologica*, St. Thomas remarked that if a captain of a vessel were merely interested in maintaining the preservation of his ship, he would forever leave it in the same port. Surely, leaving comfortable ports with well established local rituals and customs makes us apprehensive, but just as a captain knows the mercantile essence of his ship, so must we understand the goal of the website for Assumption College. For better or for worse, we have all grown accustomed to the look and feel of the Assumption website: while it is reminiscent of another age, we are familiar with its organized chaos and layout, so adjusting to changes in the web can prove a significant hurdle.

However, as our student body changes, as recruitment efforts shift into different demographics, and as technological innovations persist, we have to embrace a systemic change to the campus' website. These changes have been in the works for several years, but we are just now approaching the time that the Assumption College website will begin to truly evolve. This past summer, the campus began to work with the design firm, *kor*, in developing an interim redesign that would serve as a facelift for many of our most visible pages. After months of evaluations and adjustments, these pages are almost ready to be implemented. Our most publicly accessed pages are receiving the facelift first, with other pages sharing some similar elements as we move forward. These are interim changes and not the institution-wide redesign for which the campus is preparing.

As was mentioned in the past newsletter, the campus has chosen portal, ERP, and website products developed by Datatel, a leading company in solutions for higher education. Working closely with members of the Assumption

community and with *kor*, Datatel has begun the arduous process of outlining and designing the forthcoming implementation of our website. This is not merely a redesign or facelift, but rather a complete re-evaluation of what we seek to achieve in establishing a new website for Assumption College. Not only will the new site be an attractive and modern collection of pages, but it will serve as a front-end for different campus services, it will be easier to manage from department to department, and each site will share a cohesiveness that we have not previously had. This might raise some alarm for web editors around campus – and some of this apprehension is well deserved. New technologies usually bring about new challenges. However, as a captain embraces the implicit challenges in reaching new locales, the stewards of the Assumption website must be ready to embrace and overcome the obstacles associated with website redesign.

The campus will begin to transition to our new site in first quarter of 2009, with visible site changes becoming apparent around March and April. This will continue into the summer as the Enrollment Management division welcomes new recruiting tools from Datatel, called *ActiveAdmissions*, and we hope to have our new designs, services, and systems in place for prospective students of the high school class of 2010 (currently, juniors in high school). Throughout this process, the IT Department will continue to implement changes to the website in tandem with departmental site managers, and we do not expect any significant disruption of campus services – but we do cordially ask for patience as we welcome these changes. We look forward to bringing Assumption a dynamic, accessible, and exciting new website, one of which everybody in our community can be proud.



Phishing—a word definition from the webopedia computer

(fish'ing) (n.) The act of sending an [e-mail](#) to a [user](#) falsely claiming to be an established legitimate [enterprise](#) in an attempt to scam the user into surrendering private information that will be used for identity theft. The e-mail directs the user to visit a [Web site](#) where they are asked to update personal information, such as passwords and credit card, social [security](#), and bank account numbers, that the legitimate organization already has. The Web site, however, is bogus and set up only to steal the user's information.

Phishing—Don't Get Lured In

By Bob Lavner, Network & Server Administrator

Phishing scams have risen significantly in the last few months. We don't think this is a fading trend. These scams are more sophisticated and are taking advantage of the current economic and financial crisis. We must all raise our alert level in response.

Phishing scams ask for all kinds of personal information that can help a scammer gain access to banking or personal accounts. We have recently seen scammers taking over email accounts either to access financial accounts or to ask friends and family for money (sending to a bank account setup by the scammers).

Don't get lured in:

1. Never reply to email that requests you to verify or resubmit confidential information. Confidential can be any personal information (mother's maiden name, birthplace, birthdate ...) or usernames and passwords. This information is used by banks for identity verification usually over the phone. Never give that information to someone contacting you directly.
2. No legitimate financial institution would ever request confidential information through an email.

People in the Assumption community have been "scammed" by phishes. The scams are increasingly professional looking. They appear to be from valid email addresses, contain logos and are well written. Although our spam blocking systems are updated multiple times a day, new phishes are created all the time. According to PhishTank, a collaborative Internet effort using computer systems to identify and verify phish scams, it takes an average of 11 hours to verify phish scams after they have been reported.

Multi-Function Printers

By Mark Brooks, IT Desktop Support Manager and Kim Tobojka, Manager, Central Services

The College currently manages a small number of copiers that are located in various departments across campus. Most are owned by Assumption, but a few are leased. The college also owns all of the approximately seventy-five networked laser printers on campus. All the copiers and printers have service contracts but with different vendors. A number of these devices have aged to the point that the service contracts have become quite costly and the machines are failing more frequently. As a result, we are replacing certain devices as their annual contracts become due for renewal.

In a number of these locations, we have found that both the copier and printer are nearing end of life, and we have investigated the use of multifunction printers (MFPs) as a replacement option. The affected offices work with IT and the copy center to determine if the multifunction unit will fit their needs. A multifunction printer allows the college to consolidate the copy, print, scan and (in some cases) the fax function in one device. This reduces the college's capital expense, monthly service contract charge and provides additional capability to each office. Upon completion of an MFP installation, each person in those offices has printer software added to her/his computer that allows that computer to print files with the usual print options as well as options usually available on copiers (collating, stapling, etc.). Also, these devices allow users to scan items to one or more email inboxes, providing the scanned document as a PDF file that they may save for future use.

The Copy Center and IT will continue to investigate the replacement of aged copiers and printers over the next four years and will work with each department's copier contact to save money and add capability.

Always Trying to Improve

By Mimi Royston, Associate Director of Information Technology

This story is NOT glitzy. We don't expect big accolades for this project but, we do hope it makes a difference for our faculty in the classroom. This summer, we decided to coordinate and improve the documentation in each classroom.

We brought together folks from Media and IT to look at the different formats and terminology we used over the years across different rooms. We talked about small things like where to post the documentation and about laminating it so that it would last longer. We came up with a standard for every classroom, while accommodating the various technologies in each space. That was a time-consuming task for team members Carmella Murphy, Betty Flanagan, Ron Bishop, Laurie Palumbo, Tom Burke, Ted Haley, Janet Enman, and Mimi Royston.

Carmella Murphy took the lead on this project and never gave up. Sometimes these unglamorous projects lose traction and get delayed for long period of time. Not this project, we believed it was important. We hope it makes it easier for everyone who uses technology in the classroom. If you have any comments about the documentation or suggestions for improvement, please contact Mimi Royston (mroyston) or Carmella Murphy (carmella).

Please note that we have spare instructions ready to be re-posted in case the documentation is ripped, removed or damaged. If you find a room that is missing instructions, please contact the Hub at x7060, and they will be replaced in a timely fashion.

Recycling Printer Cartridges

By Janet Enman, Administrative Secretary

The IT Department encourages every department on campus to recycle their used printer cartridges. Hewlett Packard has enclosed recycling instructions and a pre-paid mailing label to make it as easy as possible to send cartridges back to HP. Some departments on campus have found other ways of recycling their used cartridges, and we applaud their efforts. So, whether you choose to send them back to HP or give them to other organizations that recycle – the more we keep out of landfills the better for the environment. If you have any questions regarding the HP recycling program, please call Janet Enman at extension 7444 or email jenman@assumption.edu.



IT Help Desk Statistics

By Mimi Royston, Associate Director of Information Technology

Wow, it was a busy start to the semester! At the HUB we saw a 33% increase in calls for September as compared to calls from September 2007. We went from 705 calls last September to 939 calls this year. With 22 working days in September, that averages out to almost 43 calls a day.

In September 2007, the HUB closed more calls than were opened. This September we struggled to keep up with a 33% increase in call volume and we closed 17% more than last year. It took us close to the end of October before we could close more calls than were coming in.

It is important to note that these numbers don't include each student computer worked on in the residence halls. For the first six weeks of school, four nights a week, a HUB employee and our RCC (Resnet Computer Consultants) student workers helped students get their computers connected to the campus network. After that time, we take appointments for student computers and these calls get logged into our tracking system and counted in our hub statistics.

What does it all mean? Well, we worked hard. We put in extra hours. We are finally "catching up". And we thank you for your understanding about how busy the start of the year is for IT.

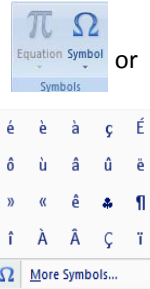
"I sit looking at this computer screen all day long, day in and day out, week after week, and think: Man, if I could just find the 'on' switch..." — Zachary Good.

Microsoft Word 2007 Tips and Tricks

By Carmella Murphy, Training Specialist

Inserting Symbols and Special Characters

Symbols and characters like foreign currency symbols don't appear on your computer keyboard. To insert a symbol or special character into your document:



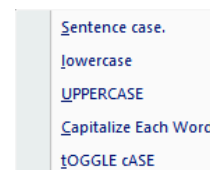
1. Position the cursor where you would like to insert the symbol or character
2. Open the Insert ribbon
3. Click Symbol in the Symbol section. A menu will appear with a small selection of symbols
4. If you don't see the symbol or character you'd like to insert, click More Symbols
5. Use the controls to select between symbols and special characters. Additional tools on the symbols tab will help you expand or narrow your selection
6. When you find your symbol or special character, click it and then click Insert
7. When you're done, click Close

The symbol or special character will appear at the appropriate place in your document.

Changing Font Case

To change the font case, follow these steps:

1. Select the text you'd like to change
2. Click the Change Case button in the Font section of the Home ribbon
3. Select the option you want. Your text is changed to match your selection.



Showing the Number of Words

You may need to know if your Word document meets certain length requirements. Microsoft Word makes it easy to get an accurate count of the words in your document.

To turn on Word count in Microsoft Word 2007, follow these steps:

1. Right-click the Status bar at the bottom of the window
2. Select Word Count

The word count for the entire document will be displayed in the Status bar. If you want to see the word count for a particular selection, simply highlight the select text.

For more detailed information about your document's word count, follow these steps:

1. Open the Review ribbon
2. Click Word Count in the Proofing section

A box will display the number of pages, word count, character count, paragraph count, and line count. You can opt not to include textboxes, footnotes, and endnotes.

Poster Printing

By John Langlois, Director of Auxiliary Services

The Assumption College Copy/Print Center is very pleased to announce a new convenient on-campus service available now to all staff, faculty, and students.

Large size posters on glossy high quality paper up to 40" by several feet can be made right on-campus for your projects and events. They can be done in **multicolor and with graphics**. All you need is a Powerpoint file or Adobe pdf file brought or sent to Mary Willis (mwillis). Be creative - make your own designs!

The cost is only \$ 7.00 per square foot which is a fraction of the cost off-campus. \$ 5.00 extra-discounted rate per square foot for AC students. So it's fast, convenient, and economical!

Hub (Help Desk)

Location: IT B09

Hours: Monday - Thursday
8:15 a.m. - 7:30 p.m.

Friday

8:15 a.m. - 4:30 p.m.

email: helpdesk@assumption.edu

ext. 7060

A (Col)League of Our Own!

By Jerry Barilla, Director of Facilities, Planning & Projects

The Datatel ERP – enterprise resource planning - and Portal project is underway. From November 3rd to the 5th a team from Datatel provided an overview of the ERP implementation to twenty-one members of the Assumption Implementation Committee and others interested in the project. The Implementation Committee includes representatives from every department that will be using modules of the Datatel Colleague suite of products. It is one of three representative groups of Assumption employees that are involved. The others are the Steering Committee, which will provide oversight, establish policies, and resolve any difficulties that may arise, and the Project Teams for each functional area. Members of the Project Teams will be trained on the Datatel modules pertinent to their area of responsibility.



After our overview meetings the Datatel implementation staff began a process of “discovery,” or data gathering. Once that is complete, training on specific modules will begin in January. Colleague Finance will be the first module to “go live” on June 1st, 2009, the start of the fiscal year. Other modules will follow as the project progresses. In all, the project will require 18 to 24 months to complete.

The Portal component of the project will be implemented concurrently with the ERP project. Datatel’s literature states that “Active Campus Portal makes it much easier for students, faculty members, and everyone else on campus to more effectively interact and collaborate.” Also, “Colleague..integrates into Portal.. and allows students to register and pay for classes, check their calendars and grades. Faculty and advisors can manage class rosters, document advising sessions, and submit grades online.” A schedule of dates for the implementation of Portal is being established.



Tips Using Web 2.0 in Your Classroom

By Carole Myles, Head of Reference and Instructional Services, Library

Web 2.0 is all about sharing, collaboration, and networking. Here are five ways to use Web 2.0 applications in your daily work flow or classroom. Your imagination is the only limit.

- Rethinking PowerPoint – Are you and your students bored with the run-of-the-mill PowerPoint presentation? Is PowerPoint stifling your creativity? In *A Few New Things* by Joyce K. Valenza’s article on Web 2.0 tools, she lists several Web sites that challenge us to rethink our presentations and the use of PowerPoint. See [TED.com](http://www.ted.com/index.php) (<http://www.ted.com/index.php>) for viewing examples of presentations from the world’s great thinkers.
- Wikis – The Library’s reference staff uses a wiki to keep the staff up-to-date on research strategies and problems. For instance, a reference librarian may assist a student with research for an anthropology paper and then post that research strategy on the wiki for future reference. The wiki is set up as semi-private, only reference staff can make changes though any one can view the site. See [Wikispaces](http://www.wikispaces.com) (<http://www.wikispaces.com>).
- Flickr – Do you want to share lab photos with a colleague in Brazil? Flickr is arguably the best known photo sharing application on the Web today. The free version of Flickr may be all you need but it will include ads. A one year subscription for unlimited uploads /storage and no ads costs only \$25 a year. See <http://www.flickr.com/>.
- Do a survey – Do you want unbiased feedback from your colleagues or students? Find out what your students really think about a class or research project. Find out what your colleagues would like to purchase with the departmental budget. Gather information on any topic at any time. Think of imbedding the survey on your Web page or the department’s page. [Survey Monkey](http://www.surveymonkey.com) (<http://www.surveymonkey.com>) is the most popular of these sites. Assumption has a subscription to Survey Monkey. Contact Mimi Royston for details. Take a look at [ViewletPoll](http://www.viewletpoll.com/poll) (<http://www.viewletpoll.com/poll>) for another free site. Like Survey Monkey, additional features for ViewletPoll will cost a few hundred dollars per year.
- Workshops online – In the current climate of diminishing budgets, Joyce K. Valenza writes about staying current by attending online webcasts. Check out the [EDUCAUSE](http://www.educause.edu) web site (<http://www.educause.edu>) who recently hosted a free webinar on [Web 2.0 for the 21st Century Learner](#). There are many more sites like this, and probably in your area of interest, that offer free webinars.

Valenza, Joyce K. “A Few New Things.” *Library Media Connection* 26 (2008): 10-13. *Academic Search Premier*. Assumption College, Worcester, MA. 3 Nov. 2008 <<http://web.ebscohost.com/ehost>>.

From the Director

By Dawn Thistle, Interim Director of Information Technology and Media Services

As you can see from the various articles in this *Get Connected!* newsletter, a lot has been going on in the IT department this fall. IT is playing an important role in several major campus initiatives: the implementation of the new administrative system, including installation of required new hardware (see Jerry Barrilla's article, "A Col(league) or Our Own!"); the design and implementation of the new Assumption website; and the introduction of card access security, beginning with the IT building. During the summer months we upgraded and expanded our existing wireless network, and over Columbus Day weekend several IT staff gave up their holidays to upgrade the electronics for our core network. Thank you Tom Haley, Bob Lavner, Jeff Logee, Ben Goodwin and Chris Naples!

We have seen a huge amount of traffic on our network this fall. At the start of the semester we increased our bandwidth with Charter Communications, but usage immediately hit the upper limit. We're investigating methods for increasing our capacity in the future. Speaking of high usage, check out Mimi Royston's article, "IT Help Desk Statistics." Yet another extremely high-usage time is during course registration. Registration for Spring 2009 courses began on November 10 and continued through November 21. For each class there were two days scheduled for registration, beginning at 7:00 a.m. Amazingly, 75% of all course

registrations took place between 7:00 and 8:00 a.m. on the first day of registration for each class. The junior class was the most eager: approximately 86% of their courses were registered during that first hour. Thank you, Dana Giampa, John Flynn, Tom Haley, Ming Sun and the Help Desk staff for working late and coming in early to ensure that registration would be fast and flawless.



Along with our many successes, there have been some areas of concern. Phishing has been a problem this fall (see Bob Lavner's article "Phishing—Don't Get Lured In"). We have some systems and procedures in place to reduce this threat, but our best protection is your refusal to share your personal account information. The ResNet has also suffered from problems caused by excessive downloading and file sharing as well as some infrastructure issues. We work continually to diagnose and correct these problems.

Many other projects are underway in the IT, Media and Telecommunications Departments—we're here to keep you and the rest of the campus up and running. As always, if you are experiencing technology troubles, please contact the HUB/HelpDesk at x7060.

Instructional Technology News

By Lynn Cooke, Instructional Technology Manager

Blackboard Upgrade Update ~ Monthly Maintenance

In May, we upgraded our Blackboard system to version 8.0 Enterprise. This was not a painless process. We discovered a number of problems that needed to be addressed. One of the more pressing problems is the need to keep the server up to date with operating system and application patches. In the past, we tried to limit the downtime for such central systems, installing only patches that were essential, because they required downtime to restart the server. However, patch releases are more frequent. Not keeping up to date on the critical security patches can (and has) caused problems for users when the existing system is not as current as the Blackboard system.

We are exploring the option of instituting monthly maintenance periods to install operating system and application patches. Users receive advance notice whether or not updates will occur. The time period for maintenance is 4 hours but hopefully can be completed in less than 4 hours. Users can plan their Blackboard usage around these potential times, decreasing the impact of outages while allowing IT to better maintain the system.

We have identified three possible maintenance windows: Thursday morning 4-8 am; Friday afternoon 4-8 pm; or Saturday morning 6-10 am for the fourth week of each month as Microsoft releases critical system patches on the second Tuesday of the month. This would give us a couple of weeks to test patches before deploying them. Blackboard application patches are released every few months and testing and deployment can be synchronized with the Microsoft system patches. We appreciate any feedback on this scheduling. Our plan is to implement the maintenance windows in the spring semester 2009.

New Features

One of the more noticeable changes to the Blackboard upgrade was to the gradebook, now called the "Grade Center." Blackboard's grade book functionality has increased. Weighting grades is now easier and it is now possible to drop the lowest score of a series of assignments. Instructors can now freeze student names on the Grade Center page and scroll through columns to easily add grades. Grades are now added by clicking on the cell rather than pulling up a list of grades for the entire class. Another change is the option to include comments on all grades. These comments can be provided to students or maintained for instructor use.

Our Enterprise license allows us to add functionality to the system through Building Blocks. These add-ins are provided by other Blackboard customers or other vendors and provide functions not developed by Blackboard. For example, we've been testing an online journal tool developed by Baylor University to see if it could be used for class blogging. We've purchased the Building Block for Turn It In (TII) which allows instructors to create assignments for papers that will be processed through TII to check for possible plagiarism. We've added a Building Block that allows bulk upload of files to course sites, developed by Joliet Junior College.

As we hear of other functions instructors want, we will explore and identify tools to meet the instructor's need. Please let us know if you hear of functions from colleagues at other institutions using Blackboard that you'd like to see adopted here.

Blackboard Documentation

With the upgrade to our Blackboard system, there is also an update to our online documentation. We have documentation for instructors and students on the IT website at <http://www.assumption.edu/dept/cserve/bboard/default.html>. Available documentation includes: basic start up guides (navigating the control panel and adding content); quick guides (single page, single task instructions); and more complicated tips and tricks.

In addition to documenting how to use Blackboard, we have included a browser check page so you and your students can check whether your Internet browser is configured properly, as well as a listing of browser plugins that might be required if you incorporate different document and media types into your course materials.

Clicker Pilot News

Over the summer we purchased an additional four Clicker systems for a total of five. Four systems are assigned to classrooms or faculty and one is available as a loaner/backup set. This fall we have six faculty using clickers in their classes, Alison Myette (Human Services and Rehabilitation Studies), Amy Lyubchik and Paula Fitzpatrick (Psychology), Georgi Georgiev, David Crowley, and Heather Wilkins (Natural Sciences).

So what are the early results of clicker use here at Assumption? In David Crowley's Concepts in Biology class, students respond to 2-3 "clicker" questions per class. The questions, multiple choice or true/false, are posed to assess students' understanding of concepts presented in class. The results tell David whether students have mastered the topic or need additional instruction.

The students in Amy Lyubchik's General Psychology class love the clickers. They like the fact that Amy occasionally includes clicker questions from class on her exams. Students also like the fact that the responses are anonymous. As a bonus, Amy finds that test preparation is aided because she already created several questions for each module before the time comes to prepare her exams.

Both Amy and David commented on how easy the clickers were to use: "They are extremely easy to use, and I haven't had any technical difficulties whatsoever as of yet" (Amy). "I would definitely use them again in the introductory class and I would tell colleagues they are very easy to use both in the class and as one prepares his/her PowerPoint" (David). If you'd like to use clickers with your class, please let me know.

Wireless Tablet Pilot News

After researching different wireless tablets, the IT department purchased two Wacom Bluetooth Tablets for use in classrooms. The genesis of this pilot was Alison Myette in Human Services and Rehabilitation Studies. In several of her courses, Alison has students come up to the white/blackboard to write out a response to a question. Having students move about the classroom eats up valuable class time so Alison came to me looking for a solution.

We first considered a tablet PC. After encountering various problems, we decided that tablet PCs were not the solution we were looking for.

Several years ago, I saw a wireless writing tablet displayed at a conference. It was small (easy to pass among students) and relatively inexpensive compared to the tablet PC. It was being marketed as a solution to increase student participation in the classroom. In producing media for websites and instruction, I was familiar with drawing tablets which are now available as wireless devices; both of these solutions seemed promising. After comparing the hardware and software requirements, we decided to try Wacom Bluetooth drawing tablets. The Wacom tablet was the least expensive of the options explored and required only device drivers to work with our classroom workstations. The tablets work with the iMacs in the classrooms without additional hardware or software. They work with both Windows and Mac Operating Systems. We will begin testing using the annotation feature of PowerPoint to allow students to write their responses on blank slides in Alison's spring semester Phonetics class. We have an additional tablet available if you have a classroom application that could be addressed.

Words of Caution: Online Social Networking Sites

By Jin DelPrato, Applications Analyst

If you can answer YES to the questions below....BE WISE AND READ FURTHER!

- Have you ever posted or considered posting your personal profile on a social networking site like Facebook.com, MySpace.com, Friendster, Ryze, LinkedIn, Flickr, LiveJournal, or Photobucket?
- Do you use blogs or other Internet forums to share your personal information or pictures online with the public?

Although these venues have become a popular means for students to connect with friends and establish new acquaintances, there may be negative consequences to consider.

But be thoughtful about what you post; don't put your safety or your future at risk.

Never forget: the words and images you post on the Internet may be available for years, and your profile may be viewed by future employers and school admissions officials, as well as identity thieves, spammers, and stalkers.

In an effort to educate students about identity theft, harassment, stalking, and other potentially dangerous or criminal activity, we are offering the following points of caution about online social networks.

❖ CAUTION: You may have limited control online.

Your privacy settings may block some access to your profile, but it does not mean your postings are one hundred percent secure. Posting photographs online may make them public property and subject to reproduction. Because some sites may not use secure encryption to protect your information, there is a chance unauthorized individuals may gain access to information in your profile through the use of malicious software and use such information for harm.

❖ CAUTION: Deleting may not be enough.

Web transmissions are not foolproof unless they use secure forms of authentication and encryption. The internet is an open and available source of information where posting is very easy. Deleting potentially incriminating or personal information about yourself does not always mean you have removed it from cyberspace. If you shared it with other people who have printed or saved your profile or pictures, your information may still be accessible to others. Additionally, many internet service providers and servers back up or duplicate the information, retaining it indefinitely.

❖ CAUTION: Predators may be lurking

Posting your personal contact information such as cell phone number, apartment location and class schedule online may seem like a great way to make sure your friends can reach you. However, be aware that this information is also available to people who may not have the best intentions. There have been instances of stalking and harassment that have originated from online Web sites. Protect your personal information by not posting it.

❖ CAUTION: Police use online social network sites.

Police departments are increasingly using online social network sites as tools to identify potential suspects in crimes. In some circumstances, an investigation has been started solely on the basis of information obtained on the Internet. Arrests have been made and students have been prosecuted. If your site contains language or images that indicate you have engaged in a violation of law, appropriate action may be taken against you.

❖ CAUTION: Responsibility rests with you.

Just as you are responsible for the content of your resume and your public image, you are ultimately responsible for your profile. You may have some control over who sees your online information and you can take action to influence how you are perceived. Use privacy settings to help control who can access your information. Many sites allow you restrict the availability of your profile to certain individuals. While these settings provide no guarantees, they can be a useful tool in gaining some control of your private information, including photos. Remember that pictures "tagged by others" or messages "posted on your wall" become a part of your online personality.

❖ CAUTION: You are who your profile says you are.

Your online profile may be the only impression someone has of you. Make sure the image you are projecting online is one that accurately represents you.
