



#Altraining

MINIMIZE THE  
FALLOUT  
FROM CYBER  
ATTACKS



Sue Ohrablo | Nova Southeastern University | sohrablo@outlook.com

ai ACADEMIC  
IMPRESSIONS



LEARNING OUTCOME


**After participating...**

...you will be able to train your faculty and staff on best practices for effective electronic documentation of student records.

ai ACADEMIC  
IMPRESSIONS 2


**AGENDA**

- Introduction
- Federal, State, and Institutional Policy Examination
- Types of Electronic Documentation
- Evaluation of Communications
- Ethical Treatment of Student Records
- Identifying Internally Versus Externally Appropriate Content
- Q&A

 **ACADEMIC**  
IMPRESSIONS 3

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**INTRODUCTION**

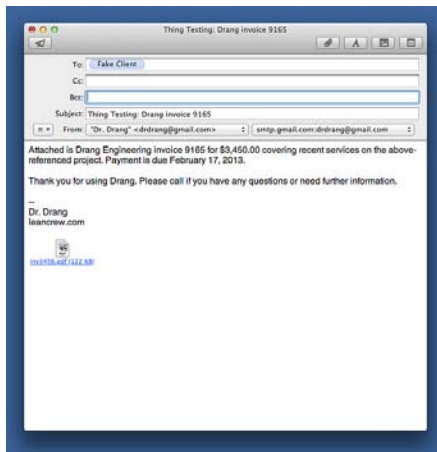
 **ACADEMIC**  
IMPRESSIONS 4

## TYPES OF RISKS



- Intentional breach of security (“hacks”)
- Inadvertent or unauthorized release of information
- Legal proceedings

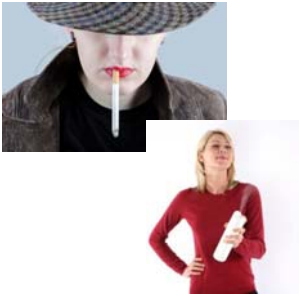
## MAKING HEADLINES: LESSONS LEARNED



### Sony Hack:

- Personal criticisms of clients
- Detailed notes about business decisions and operations
- Antagonism between co-workers
- Profanity

**MINIMIZING RISK**




**“After Sony hack, big companies are flocking to this disappearing email app”**

**“Fortune 500 companies are flocking to Confide, a ‘Snapchat for professionals.’”**


A more proactive approach is to create and maintain records that can be scrutinized by others

From: <http://fortune.com/2015/02/05/sony-hack-confide/>



**IMPLICATIONS FOR HIGHER EDUCATION:**


**INADVERTENT RELEASE OF INFORMATION**



**PORTLAND, Ore. (AP) – The University of Oregon has put two unnamed employees on leave after the illegal release of 22,000 pages of records from the president’s office.**

You do not have to be hacked to be at risk

<http://www.statesmanjournal.com/story/news/2015/01/21/2-on-leave-after-university-records-illegally-released/22117073/>



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## FEDERAL, STATE, AND INSTITUTIONAL POLICY EXAMINATION



### ■ CHANGING OUR MINDSET OF RECORD KEEPING



- Former perception of “my files,” “my notes,” “departmental files”
- These records are not internal

#### *Remember:*

- ANYONE can read these notes at any time
- They can be reproduced electronically and via hardcopy at any time



## ■ FERPA: WHAT'S AN "EDUCATION RECORD?"



"The term 'education records' is defined as those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution, or by a party acting for the agency or institution."

(FERPA, 2010)



## ■ LEGAL USE OF DOCUMENTATION



- A student has "[t]he right to inspect and review the student's education records within 45 days of the day the University receives a request for access" (NSU, 2015).
- Education records can be subpoenaed in legal cases



## GUIDELINES FOR NOTATIONS

- Documentation should be **accurate**
- Documentation must be **sufficient** and made in a **timely** manner to facilitate delivery of services and ensure continuity
- Documentation should protect clients' privacy and should **include only information that is directly relevant** to the delivery of services

NASW Code of Ethics (as cited in Reamer, 2005)



## ADA ISSUES

Do not make any references to student disabilities, either assumed or disclosed by students. Do not document any referrals to disability services office.

ID: [NO]

Comment Type:  100 General Comment

Originator: BAVM HSBSE Masters Advising

Contact: [ ]

Contact Date: 15-MAY-21

Appointments

From Time: [ ]

To Time: [ ]

Confidentiality

Add Date: 15-MAY-21

Activity Date: 15-MAY-21

Last Updated by: [ ]

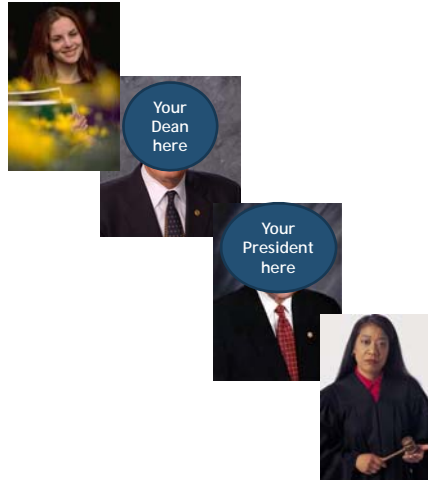
Comments:

Spoke with student in office today about problems with Prof. Smith who teaches BUS 1234 for spring term. Student will be filing a complaint with the ADA office as student is registered with the ADA office and has been granted special accommodations due to health issues. At this time student is only seeking a full refund on class and a report filed with the administration office regarding Prof. Smith's behavior toward student. Student will be sending detailed email explaining the problems he has been having with this professor. This advisor will also work with the student each term to ensure that the student does not take a class conducted by Prof. Smith. Student understands that this prof will be teaching BUS 4000 and there is no way to change that. Student signed an STF and this advisor registered stu for BUS 2345 and BUS 3456 for summer term. Checked with academic affairs to find out which prof will be teaching BUS 2345. This advisor processed the registration.

Instead:

Discussed possible barriers to success and made appropriate referrals.

## ■ WHEN IN DOUBT... TRY THIS "LITMUS TEST"



Is this something you want to be seen by:

- The student?
- The Dean?
- The President?
- The legal system?



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## TYPES OF DOCUMENTATION





## TYPES OF DOCUMENTATION



- Student database
- Internal database
- Discussion boards
- Chats
- Instant messaging
- Voicemail
- Email

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## STUDENT DATABASES

A screenshot of an Oracle Developer Forms Runtime window. The window title is 'Oracle Developer Forms Runtime - Web: Open > SPACMNT'. The browser address bar shows 'Person Comment: SPACMNT 7.4 (PROD)'. The form contains several fields: 'ID:' with a dropdown menu showing 'Ohrablo, Susan K.'; 'Comment Type:' set to '100' and 'General Comment'; 'Originator:' set to 'OSTS' and 'One-Stop Shop'; 'Contact:' and 'Contact Date:' set to '04-JAN-2008'; 'Appointments' section with 'From Time:' and 'To Time:' fields; 'Confidentiality' checkbox; 'Add Date:' and 'Activity Date:' set to '04-JAN-2008'; and 'Last Updated by:' set to 'RNSIMP'. A 'Comments:' text area contains the text 'unable to reg. stu for crs#32493(ADS8090) closed section'. Below it is a 'Narrative Comments:' text area. At the bottom, there is a footer with 'Comment Type Code; press LIST for valid codes.' and 'Record: 1/4'. The Windows taskbar at the bottom shows the 'start' button and several open applications.

## INTERNAL DATABASES

Add General Student Journal

SAVE

**Benchmark Stage** **CCM** **Journal**

EDIT

Latest document shows improvement but progress is **agonizingly slow!**  
The student is still grammatically challenged and does not demonstrate an understanding of research methods.

EDIT

09/28/2...  
Reviewed this student's concept paper. **Worst I have ever read.**

Check your policies!

"...faculty, staff and administrators have an obligation to treat students with civility and respect and should nurture and protect intellectual freedom for their students and colleagues.

Evaluation of student work is one of the fundamental obligations of ... faculty and academic administrators... [A]ll student work should be evaluated with impartiality"  
(NSU, 2015).

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## DISCUSSION BOARDS

NOVA SOUTHEASTERN UNIVERSITY

My Institution Courses Content Collection

Fall 2012 Advocat'g w Indvdis Spec Needs Discussion Board

Edit Mode

- Fall 2012 Advocat'g w Indvdis Spec Needs
- HS 3420 Advocating for
- Instructor Contact
- Syllabus
- Course Content
- Assignments
- Calendar
- Course Messages
- Collaboration Tools
- Discussions
- Wimba Live Classroom
- Elluminate Live!
- Course Blogs
- Text Chat
- My Grades
- Course Evaluations
- APA Resources
- Plagiarism Policy
- Online Help Desk
- NSU Libraries
- NSU Bookstore
- Faculty-Student Compa
- Student Blackboard Hel

### Discussion Board

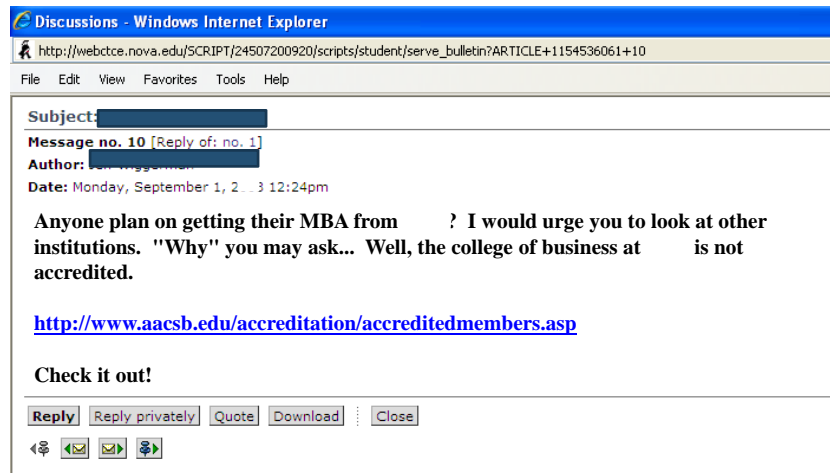
Forums are made up of individual discussion threads that can be organized particular subject. Create Forums to organize discussions. [More Help](#)

Create Forum

Delete				
<input type="checkbox"/>	Forum	Description	Total Posts	Unread Posts
<input type="checkbox"/>	<a href="#">Discussion #1 Introduction &amp; Autobiography</a>	Introduce yourself, describe your background, and what you hope to learn in this course.	25	24
<input type="checkbox"/>	<a href="#">Discussion #2</a>	Discuss your opinion on whether you think it is unethical to NOT be an advocate for clients.	14	13
<input type="checkbox"/>	<a href="#">Discussion #3</a>	Identify 3 skills of an advocate that you think are most important and discuss why you think so.	2	1
<input type="checkbox"/>	<a href="#">Discussion #4</a>	Identify 3 ways you could advocate for a child with Autism	1	0
Delete				

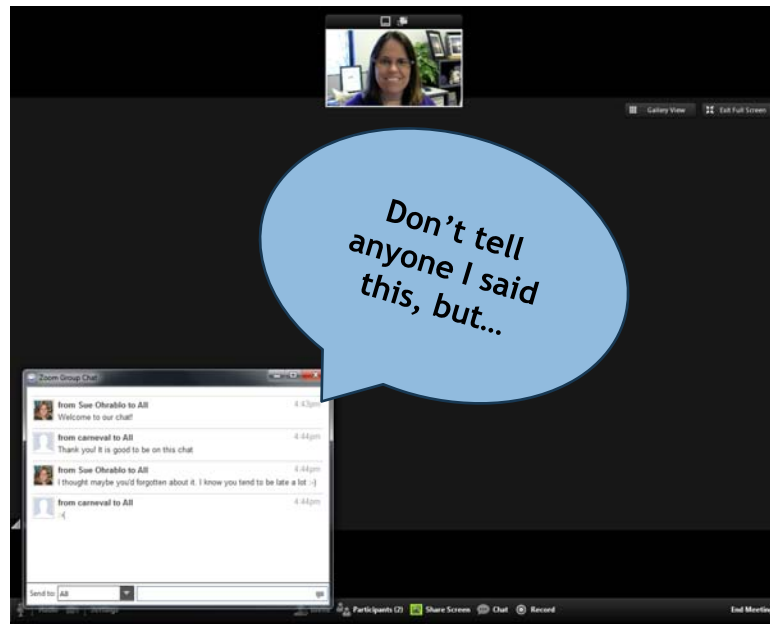
Displaying 1 to 4 of 4 items [Show All](#)

Does it benefit the student or the institution?  
What is the anticipated learning outcome?

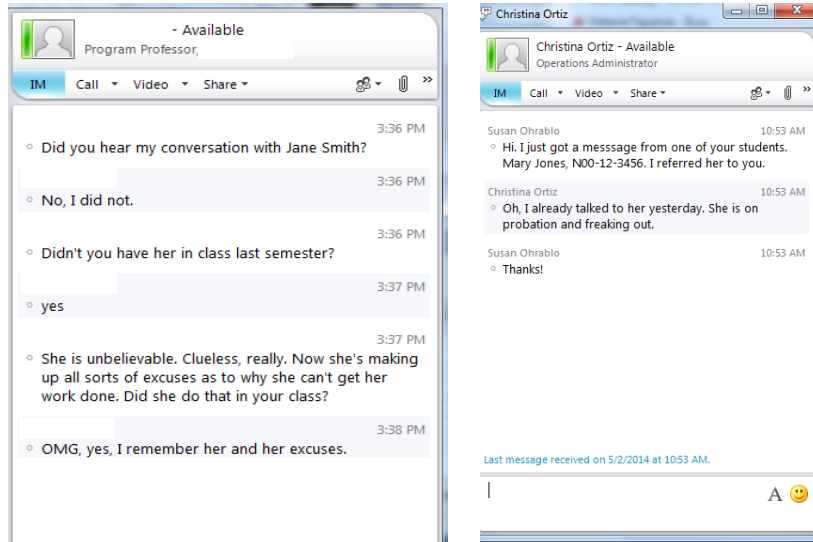


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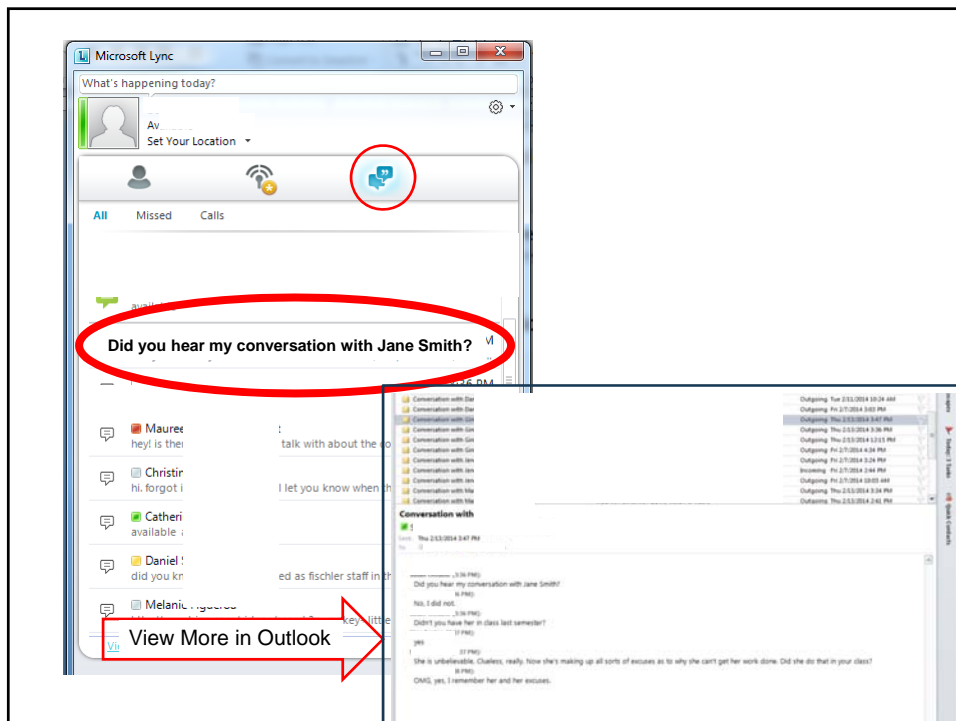
## CHATS



## INSTANT MESSAGING



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## VOICEMAIL

*"You are a rude, thoughtless little pig"*



- Can be saved, forwarded to unlimited users
- Can be subpoenaed
- Do not leave confidential information (ex. Grades) on message



## DESKTOP CONFIDENTIALITY: EMAIL

Enrollment Counselor: \_\_\_\_\_  
Date: \_\_\_\_\_

GRADE VALUE TOTAL:

TOTAL # OF CLASSES:

VALUE / # = MAJOR TOTAL GPA:

A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30

Ohrablo, Susan  
FW: Stupid Student  
Sue Ohrablo  
Director of Academic Advising

Microsoft ... Windows Mes... Microsoft ... HW Wilson: S... Microsoft Exc... 10:14 AM

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## MINIMIZE RISK BY DOCUMENTING THE DELIVERY OF SERVICE



### TYPES OF NOTES

#### CHRONOLOGICAL NOTES

- Document date of services provided

#### SUMMARY NOTES

- Summarize interactions with students

#### PROCESS NOTES

- Describe details of students' behaviors and actions between advisors and students



# Minimizing the Fallout from Cyber Attacks

**CHRONOLOGICAL NOTES**

Oracle Development Form Designer - Form Designer - Web: Open - SPACMNT

File Edit Options

Person Comment: SPACMNT 7.4 (PROD)

ID: N0L..... Ohrablo, Susan K.

**Comment Type:** 100 General Comment

**Originator:** OSTS One-Stop Shop

**Contact:**

**Contact Date:** 04-JAN-21

**Appointments**

**From Time:**

**To Time:**

**Confidentiality**

**Add Date:**

**Activity Date:**

**Last Updated by:**

**Comments:**

MDF received for 201220; processed

**Narrative Comments:**

Comment Type Code; press LIST for valid codes.

**SUMMARY NOTES**

Oracle Development Form Designer - Form Designer - Web: Open - SPACMNT

File Edit Options

Person Comment: SPACMNT 7.4 (PROD)

ID: N0L..... Ohrablo, Susan K.

**Comment Type:** 100 General Comment

**Originator:** OSTS One-Stop Shop

**Contact:**

**Contact Date:** 04-JAN-21

**Appointments**

**From Time:**

**To Time:**

**Confidentiality**

**Add Date:**

**Activity Date:**

**Last Updated by:**

**Comments:**

Student submitted request to drop ACT 1001for fall 2011; processed.  
Advisor had spoken with student previously about implications for dropping.

**Narrative Comments:**

Comment Type Code; press LIST for valid codes.

Oracle Developer Forms Runtime - Web: Open - SPACMNT

File Edit Options Blg **PROCESS NOTES** ORA

Person Comment: SPACMNT 7.4 (PROD)

ID: N0L..... Ohrablo, Susan K.

Comment Type: 100 General Comment  
Originator: OSTS One-Stop Shop  
Contact: [ ]  
Contact Date: 04-JAN-21

Appointments [ ]  
From Time: [ ]  
To Time: [ ]

Confidentiality [ ]  
Add Date: [ ]  
Activity Date: [ ]  
Last Updated by: [ ]

Comments:  
Student submitted request to withdraw from ACT 1001 for fall 2011;processed. Advisor had spoken with student previously about experienced difficulties in accounting. Student states he needs to reduce course load for fall due to increased hours at work. States he will take ACT 1001 in spring when his workload will be reduced. Informed student withdrawal will impact his eligibility for financial aid. Discussed SAP and loan implications.

Narr  
Developed revised academic plan for spring and summer terms.

Comment Type Code; press LIST for valid codes.

Oracle Developer Forms Runtime - Web: Open - SPACMNT

File Edit Options Blg **AWARENESS OF AUDIENCE** ORA

Person Comment: SPACMNT 7.4 (PROD)

ID: N0L..... Ohrablo, Susan K.

Comment Type: 100 General Comment  
Originator: OSTS One-Stop Shop  
Contact: [ ]  
Contact Date: 04-JAN-21

Appointments [ ]  
From Time: [ ]  
To Time: [ ]

Confidentiality [ ]  
Add Date: [ ]  
Activity Date: [ ]  
Last Updated by: [ ]

**Poor:**

Received revised PPCON from student along with cc authorization forms. Shredded old cc auth on file along with old PPCON. Updated account accordingly to the contract and filed new CC auth forms. New docs were filed on Kay's desk

TPWT DDED 201420 \$535.33. W/T-Inst'Nac'Form',DR,12/17/13

REDUCED SM UNSUB TO 9755 AND CHANGED LP TO SM 2 PER KATIE...SUE

Comment Type Code; press LIST for valid codes.



Oracle Developer Forms Runtime - Web: Open - SPACMNT

File Edit View Help

## AWARENESS OF AUDIENCE

Person Comment: SPACMNT 7.4 (PROD)

ID: N0L..... Ohrablo, Susan K.

Comment Type: 100 General Comment

Originator: OSTS One-Stop Shop

Contact: [ ]

Contact Date: 04-JAN-21

Appointments [ ]

From Time: [ ]

To Time: [ ]

Confidentiality

Add Date: [ ]

Activity Date: [ ]

Last Updated by: [ ]

**Better:**

Verified demo... Student called to check status of transcript request. Informed student that transcript was mailed on 11/18/... and should be delivered today.

verified demo. Student called to inquire about refund. Informed the student that she currently still has a balance on account however her PELL has not disbursed and once it has and covers balance on account then a credit will be generated and refund will be processed.

Comment Type Code; press LIST for valid codes.

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## EVALUATION OF COMMUNICATIONS

**ACADEMIC IMPRESSIONS** 34

## OBJECTIVE VOICE: Use objective, non-emotional language



### POOR

- Student refuses to meet registration deadlines; I told him that this is not helping him
- Student was rude and screamed at me

### BETTER

- Student has history of registering after late fee deadline; discussed proactive strategies with him
- Student expressed frustration
- Student indicated dissatisfaction with decision

Oracle Developer Forms Runtime - Web: Open > SPACMNT

File Edit **OBJECTIVELY DOCUMENTING DELIVERY OF SERVICE** ORA

Person Comment SPACMNT 7.4 (PROD)

ID: N0L..... Ohrablo, Susan K.

Comment Type: 100 General Comment      Appointments      Confidentiality

Originator: OSTS One-Stop Shop      From Time:      Add Date: 04-JAN-2

Contact:      To Time:      Activity Date: 04-JAN-2

Contact Date: 04-JAN-21      Last Updated by: RNSIMP

**Poor:**

Student is struggling with alcoholism and is going through a divorce. Student says previous advisor misadvised him, which is evident in the records. I agreed with student and told him I was sorry for his problems, and that I will do everything I can to process his request for a refund.

**Better:**

Student wishes to request retroactive refund due to personal issues. I followed up initial Request for Exception to Policy (REP) and have contacted the Director to facilitate a decision. Informed student of the REP review process.

Comment Type Code; press LIST for valid codes.

## CONFIDENTIALITY

Person Comment SPACMNT 8.2 (PROD)

ID: N01296491 Amato-Constantinidia, Elena

Comment Type: 100 General Comment  
 Originator: FADM Fischler Center Admissions  
 Contact: [dropdown]  
 Contact Date: 10-MAR-2011

Appointments  
 From Time: [dropdown]  
 To Time: [dropdown]

Confidentiality  
 Confidentiality  
 Add Date: 10-MAR-2011  
 Activity Date: 10-MAR-2011  
 Last Updated by: CFDGAST

Comments:  
 changed students cohort. See email below \*dmv

Narrative Comments:  
 Hi David,  
 The following list of applicants are to be repositioned in the alternate Orlando cohort code for Chip Turner: FAD3280235

Name	Gender	ID	Admission Code	Location	Status
Macia Nicole	M	N00328150	FAD3280230	Orlando, FL	Fully Admitted (Reg Exists)
Ami Elena	M	N01	FAD3280230	Orlando, FL	Fully Admitted (Reg Exists)
Ree Cheryl	Diana	9	FAD3280230	Orlando, FL	NONE
Bov Dimtra	N01	FAD3280230	Orlando, FL	Provisionally Admitted	

Short Comment Text (free form)  
 Record: 15/7

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## CONFIDENTIALITY

This e-mail message will be sent to 31 recipients.

To...  
 mc1 212@nyu.edu; b 156@nyu.edu; f 212@nyu.edu; bdf 2@nyu.edu; kb 1 3@nyu.edu; sc 58@nyu.edu; sq4 1@nyu.edu; sq 15@nyu.edu; ch 1@nyu.edu; f4 8 ova.t lu r14 3@nyu.edu; dp 0@ova.edu; ss10; rw 3 3@nyu.edu; bd 31@nyu.edu; km hell@nyu.edu; cp 1@nyu.edu; ta 14 1@nyu.edu; db 38@nyu.edu; qd2 3@nyu.edu

Cc...  
 |

Subject: Sample mass email

1. FERPA: Directory information may be released, but check your institution's policy. Registrar is responsible for release of records.
2. Release is made by the student or to a third party who has made the request.
3. Students may not wish to have their information released. Sender would not know if there are restrictions on the student's account.

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## EDUCATION RECORD OR "TMI"?

## STUDENT EMAIL TO INSTRUCTOR:



...as I mentioned in the previous e mail this is an issue with "my company."

...I have always had support from faculty on my travels and I try and avoid travelling and do not attend class in the fall because of intl.travel.

...I will communicate with my class mates. This is my only chance. I pay 100% of my college and work hard to keep my company healthy in this precarious international business arena.

I will have students take notes and I am old enough to be responsible for something that comes out of my pocket.

## INSTRUCTOR RESPONSE TO STUDENT:



... I have taught this class for [many] years and if you choose to accept the recommendation from students who have participated once, that is your choice. To your point of what other professors have done is of no consequence to me nor is your opinion of what is and isn't detrimental in my class. You can do as you choose, but understand full well, you do so at your own peril, sir.



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## EMAIL ANALYSIS

### Emotionally charged messages:

- "Your opinion is of no consequence..."
- "Peril"

### Information the student needs:

- Consequences of missed class
- Resources (ex. Syllabus)
- Expectations about respecting instructor and not seeking input from students

## ■ WHEN INTERNAL COMMUNICATIONS GO EXTERNAL

*Faculty to Faculty Communication Regarding  
Student Work:*

- I will NOT continue to review documents that do not use prior edits and tutorials! ... WHY ARE WE GOING TO CHURCHES TO FIND SAMPLES? There should be NO exact dates: especially ones that have already passed!
- ....This is NOT a paragraph! Where did test scores and transcripts go?

## ■ WHEN INTERNAL COMMUNICATIONS GO EXTERNAL

- Consider the impact on the student who is reading these comments
- Consider the ethical and legal implications of the comments
  - lack of service
  - bias

## SELECTIVE EDITING

From: Advisor  
To: Financial Aid  
Subject: Student appeal

Financial Aid:

This student wishes to drop for the fall because she is afraid that her SAP appeal will not be approved. She had medical issues. Is there any way I can find out either a decision or timeline to advise the student? I hate to drop her if she will be approved.

She only needs to complete 3 credits to get back in good standing. Since she is enrolled in 6 credits, she'll need to complete both.



## IDENTIFY INAPPROPRIATE CONTENT

From: Financial Aid  
To: Advisor  
Subject: RE: Student appeal

*If you are going to forward or replicate others' words, consider editing.*

I took a quick look at her appeal. It looks reasonable that her appeal will be approved. Anyhow, if she drops 1 or 2 classes this term, **she'll get hung out to dry again** for next year. It's too late to do a DD and she's already started to attend. She was notified of her fail status in early July. **What took her so long to file the appeal?**

Use ellipses (...) if removed text. Use brackets [ ] if replaced text.



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## ETHICAL TREATMENT OF STUDENT RECORDS



JUST BECAUSE WE CAN,  
SHOULD WE?

Sue doesn't look  
a day over 20...  
I wonder how old  
she is?

A screenshot of a web-based student record system interface. The browser title is 'Farms Runtime - Web: Open - SPADIN'. The page shows a search bar with 'Ohrablo, Susan K.' entered. Below the search bar are tabs for 'Alternate Identification', 'Address', and 'Telephone'. The main content area displays fields for 'Birth Date: 26-MAR-19', 'Age: [redacted]', and 'SSN/SIN/TIN: \*...59'. There are also dropdown menus for 'U.S. Citizen', 'Married', and 'White (Non-Hispanic)'. On the right side, there are labels for 'Vete', 'Vete', and 'Acti'.

**"Employees may access confidential information only for legitimate business reasons."**

(NSU, 2015)



## TO FORWARD OR NOT TO FORWARD



### When forwarding an email, ask yourself:

- Would the sender “mind” if I forwarded this? Is the need to do so implied?
- Is there any casual or unprofessional content that reflects poorly on the author?
- Will forwarding the email add value? Is it necessary?
- Is there confidential content that is for your eyes only?
- Read the entire string before sending. You can edit out extraneous content.

## SAMPLE EMAIL

From: Prof. Smith.  
Subject: RE: Course Attendance

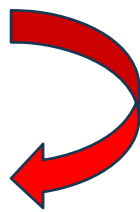
My concern about attendance in this course is made more difficult by the fact that all students except one are African-American, creating a possible cultural conditioning concerning the need for punctuality. I understand both the need to create a viable cohort of students and insure that the program progress. The larger issue is whether the lax attitude toward promptness and attendance will carry over to other courses, especially when the students are involved with back-to-back sessions. The following are the my analysis of each student as derived from performance to date.

Joe Jones– weak writing skills but otherwise competent

Mary Flowers – the best student in this group, committed and fully engaged

Carla Moon– illness caused her to miss a Saturday session. She is typically late in arriving at class and needed to leave Saturday's session because of other commitments.

## FORWARDED EMAIL





To: To: 3 academic advisors, site director, recruiter, professor  
Cc:  
Subject: FW: Course Attendance  
Importance: High

Dear Advisors:

Dr. Smith has some notable concerns with attendance and participation in his class. I wanted to share this with you in hope you could do some outreach to the students and let them know how important it is for them to fully engage. I know you know the rest.

Please keep me, the recruiter, and Dr. Smith informed about the feedback you get. We want this group to be successful yet understand their responsibilities.


Thank you,



## TAKEAWAYS

**Criteria for effective notes:**

- Is the type of note (chronological, summary, process) appropriate?
- Is use of acronyms/jargon limited? Is the message understandable?
- Is the note accurate and sufficient for an external reader?
- Is the information directly related to delivery of service?
- Is the message objective?
- Would the message be appropriate for student, dean, president, or legal representative to read?





## TAKEAWAYS

### Criteria for effective emails:

- Use professional language or selectively use casual voice
- Minimize forwarding emails; ask for permission
- Assume it will be forwarded, reproduced, saved
- Target audience on need to know basis
- Would the email be appropriate for student, dean, president, or legal representative to read?



## QUESTIONS



## RESOURCE

### REFERENCES

FERPA. (2010). *Family Educational Rights and Privacy Act (FERPA) and the disclosure of student information related to emergencies and disasters*. Retrieved from: <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferpa-disaster-guidance.pdf>

Griffith, E. (2015, February). After Sony hack, big companies are flocking to this disappearing email app. *Fortune*. Retrieved from <http://fortune.com/2015/02/05/sony-hack-confide/>

Nova Southeastern University. (2015). *Employee policy manual*. Retrieved from: <http://www.nova.edu/hr/policies/conduct-ethical-behavior.html>

Nova Southeastern University. (2015). *Employee policy manual*. Retrieved from: <http://www.nova.edu/hr/policies/general-information.html>

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University of Oregon records illegally released, 2 on leave. (2014, January). *Statesman Journal*. Retrieved from <http://www.statesmanjournal.com/story/news/2015/01/21/2-on-leave-after-university-records-illegally-released/22117073/>



## EVALUATION

# Thank you!

Please remember to complete the event evaluation. Your comments will help us continually improve the quality of our programs.

<https://www.surveymonkey.com/s/7JHS8ZK>

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