SENATE FORUM

Volume XXIV, Number 2, Spring 2009 A Publication of the Academic Senate, California State University, Fullerton

Universal Design for Learning: A Proactive Pedagogical Approach

Emiliano C. Ayala, Ph.D
Brett Christie, Ph.D
Sonoma State University

Shannon is a sophomore engineering major with a 2.2 grade point average. After successfully passing Introduction to Physical Design, she is motivated to pursue a career as an Industrial Engineer. After consultation with her program advisor, she enrolled in Advanced Physical Design. However, Shannon now finds herself struggling to stay focused on lectures and keep up with the demanding writing tasks required of this course. Although she is receiving support through the university writing center and approached the instructor at the beginning of the term with an accommodations request for test taking and a note-taking scribe, this advanced class offers new challenges.

Despite discussing her concerns with the instructor, neither of them could identify what else could be done beyond the basic strategies listed in the accommodation plan provided by campus Disability Support Services. Shannon understands that if she cannot pass this class she will have little chance to realize her career aspirations.

Given that most instructors have little experience in working with postsecondary students with disabilities, Shannon's experience is not uncommon. Failure to complete coursework and maintain a satisfactory GPA remains a critical issue for most students with disabilities attending college.

INSIDE THIS EDITION

Tincani (2004) reports that, while the total enrollment of students with disabilities is increasing, students with disabilities do not complete a degree or certificate at the same rate as their non-disabled peers. Although a myriad of factors may account for differences in completion rates, one essential factor is the need to consider the hidden barriers that prevent students like Shannon from succeeding.

Paul (2000) reports that, while the provisions within the Americans with Disabilities Act of 1990 have been successful in removing the physical barriers that prevented students with disabilities from participating in higher education, other significant barriers remain. Though addressing environmental access through the elimination of physical barriers may have supported access for individuals with physical disabilities, a larger number of postsecondary students have "hidden disabilities" and are challenged by curricular or pedagogical barriers.

While postsecondary campuses have largely addressed their legal obligations to remove physical obstacles impacting access, many have not focused on instructional design and related pedagogical barriers that may exist in our curriculum. The challenge for Shannon's instructors then, is how to move beyond the provision of reasonable accommodations and carefully consider their own pedagogical practices to afford her every opportunity for access and, ultimately, educational success. If we want to truly support Shannon, we must consider how to substantively transform the faculty-student interchange and offer faculty a transformative pedagogical approach that supports the participation of students with disabilities in the teaching and learning process. Clearly, a new model is in order.

Universal Design for Learning (UDL) is an emerging paradigm in higher education that holds great promise in addressing instructional access issues for learners of all preferences, abilities and disabilities (Scott, McGuire & Shaw, 2003). **At its core, UDL is a pedagogical approach to planning and developing curricula in ways that promote access, participation, and progress for all individuals, including students with disabilities (Rose & Meyer, 2002).** While the original premise of Universal Design (Center for Universal Design, 1998) stemmed from the belief that we must proactively consider human differences in the physical design of public spaces, recently, several researchers have articulated analogous models for assessment and instruction in higher education (Ouellet, 2004).

Universal Design for Learning, as it is being considered in higher education, acknowledges that after-the-fact curriculum adaptations can be time consuming to design and difficult to implement (Orkwis, 1999). UDL posits that a more effective way to address the needs of diverse learners is to proactively consider the design of instructional materials and activities that allow learning goals to be attainable by individuals with vast differences in preferences, abilities or disabilities. Leading this effort, the Center for Applied Special Technology (cast.org) has formulated UDL into three pedagogical principles:

Multiple means of representation. Subject matter can be presented in alternate modes for students who learn best from visual or

auditory information, or for those who need differing levels of complexity.

Multiple means of engagement. Student learning interests are matched with the mode of presentation and their preferred means of expression. Students are more motivated when engaged in what they are learning.

Multiple means of expression. Allowing students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor-system controls of students.

Does UDL Work?

During the 2007-2008 academic year, faculty from three CSU campuses participated in a National Science Foundation funded project focused on implementing UDL practices into the Science Technology Engineering and Mathematics (STEM) disciplines. Specifically, 15 faculties from Sonoma State University, San Francisco State University and CSU Pomona participated in a project entitled Access by Design (AxD), which supported their efforts to implement UDL into their respective classes. Faculty were asked to attend a workshop introducing them to the principles of UDL and then participate in a campus-based Faculty Learning Community that provided a structured forum by which they could begin to examine a specific course and attempt UDL course changes on "threshold concepts" (Meyer & Land, 2003) that were deemed essential for student success.

When considering the impact of our AxD project activities, we wanted to examine how UDL influenced both student and faculty perspectives in a variety of ways. The following data offer a few highlights:

Faculty Data

- AxD faculty made UDL changes to their critical course assignments (87%), syllabus (80%) and course exams (67%).
- 87% of the faculty viewed UDL as essential to an effective teaching and learning process.
- 100% of the faculty reported that they would "likely" or "very likely" make UDL changes to other courses in the future.
- 80% of faculty reported an increased sensitivity to meeting the needs of students with disabilities and 86% report confidence in how to achieve this by incorporating UDL principles into their teaching practices.
- Faculty also reported increases in student confidence, student success in mastering course materials and increased student engagement.

Student Data

- 413 students were exposed to UDL course changes.
- 4% of these students reported some form of disability (consistent with state and national norm).
- 73% of students without disabilities (SWoD) and 71% of students with disabilities (SWD) reported "before this class, I sometimes struggled to

learn what my professors were trying to teach me."

- 68% of students without disabilities (SWoD) and 66% of students with disabilities (SWD) reported that UDL courses changes were "very important" in ensuring their academic success.

- 92% of students without disabilities (SWoD) and 94% of students with disabilities (SWD) reported that it is "very important" that faculty provide multiple ways of clearly identifying and explaining essential course concepts, i.e. highlights the main ideas covered during the term in various ways. (UDL Representation)

- 72% of students without disabilities (SWoD) and 68% of students with disabilities (SWD) reported that it is "very important" that faculty offer varied ways to involve students in the learning process throughout the term, i.e. combines lecture, small-group work, online assignments, class discussion, hands-on activities. (UDL Engagement)

- 83% of students without disabilities (SWoD) and 99% of students with disabilities (SWD) reported that it was "very important" that faculty provide clear guidelines and/or evaluation rubrics for all major course assignments or activities, i.e. offers clear expectations for how assignments are to be created and graded. (UDL Representation & Expression)

Implications for Practice

For these faculty members, UDL helped begin a conceptual shift with respect to how they viewed their pedagogical relationship with all students, including students with disabilities. Historically, individuals with disabilities were often deemed "challenged" by their disability and thus when considering their educational struggles, a common solution was to provide "necessary accommodations" to level the academic playing field. The implication of this solution, while noble, is that individuals who cannot successfully interact with the curriculum in a traditional fashion are to blame for their inability to learn. Alternatively, when faculty members consider the principles of UDL, a shift occurs in educational responsibility. Instead of blaming the individual with a disability for their learning challenges, perhaps faculty should first consider the extent to which their pedagogical environment is welcoming to a community of diverse learners. As noted by one faculty member:

> *My interest in UDL began when I realized that it was not just a rigid new methodology, but was really, for me, a new way of thinking about ways to reach every type of student. (Dr. Sandra Yang, Cal Poly Pomona)*

The implication of this shift is striking; perhaps a "one size fits all" model of teaching is not ideal? The fiscal and public policy implications of this shift may also have enormous implications for postsecondary institutions as they move away from costly individualized accommodations to appropriate educational pedagogy for all students, with or without disabilities. As is being

increasingly noted within the research and practice community, UDL not only benefits individuals with disabilities but indeed, all learners.

UDL Resources

To learn more about how postsecondary campuses are implementing UDL, the following resources offer both information and examples of UDL in practice.

- From Where I Sit: Lana's Story (video perspective from a blind student) http://www.csueastbay.edu/its/mats/fwis/lana_story_qt.mov
- UDL for Introduction to Music, Dr. Sandra Yang, Cal Poly Pomona http://pachyderm.cdl.edu/elixr-stories/udl-music/
- Using Technology to Foster Universal Design, Dr. Bill Vicars, CSU, Sacramento http://pachyderm.cdl.edu/elixr-stories/udl-sign-language/
- UDL for Information Systems, Dr. Paul Beckman, San Francisco State University http://pachyderm.cdl.edu/elixr-stories/udl-information-systems/
- Faculty Learning Community for UDL Course Redesign http://pachyderm.cdl.edu/elixr-stories/flc-ssu/
- Teaching Every Student in the Digital Age (free online book) http://www.cast.org/teachingeverystudent/ideas/tes/
- Ensuring Access through Collaboration and Technology (EnACT) project http://enact.sonoma.edu

References

CAST (2007). CAST: What is Universal Design for Learning? Retrieved September 26, 2007, from CAST: Center for Applied Special Technology Web site: http://cast.org/research/udl/index.html

Center for Universal Design (1998). History: Ronald L. Mace, FAIA, 1941-1998. Retrieved September 2007, from http://www.design.ncsu.edu/cud/about_us/usronmace.htm

Meyer, J.H.F., Land, R. & Davies, P. (2006). Implications of threshold concepts for course design and evaluation, in Meyer, J.H.F. & Land, R. (eds.), *Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge*. Routledge; London.

Orkwis, R. (1999). *Curriculum access and universal design for learning*. ERIC/OSEP Digest #E586

Ouellet, M.L. (2004). Faculty development and universal instructional design. *Equity & Excellence in Education*, *37*(2), 135-145.

Paul, S. (2000). Students with disabilities in higher education: A review of the literature. *College Student Journal*, *34*, 200 -210.

Rose, D. H., & Meyer, A. (2002). Teaching every student in the digital age: Universal Design for Learning. Baltimore: Association for Supervision & Curriculum Development. Retrieved September 2007 from http://www.cast.org/teachingeverystudent/ideas/tes/.

Scott, S.S., McGuire, J.M. & Shaw, S.F. (2003). Universal design for instruction. *Remedial & Special Education,* 24(6), 369-380.

Tincani, M. (2004). Improving outcomes for college students with disabilities: Ten strategies for instructors. *College Teaching, 53*(4), 128-132.

Dr. Emiliano Ayala *is an Associate Professor with the Department of Educational Leadership and Special Education at Sonoma State University. Dr. Ayala teaches and writes about the impact of cultural diversity in education, collaboration and legal issues in special education, and Universal Design for Learning in higher education. Dr. Ayala received his B.A. in Psychology from the University of California, Santa Cruz in 1986 and an MA in Counseling Psychology from San Diego State University in 1989. He received his Ph.D. in Education in 2000 from the San Diego State University/Claremont Graduate University joint doctoral program. He joined the faculty at Sonoma State University in 2000.*

Dr. Brett Christie *has been the Director of the Center for Teaching and Professional Development at Sonoma State University since 2004, after 15 years teaching in Educational Technology, Teacher Education and Kinesiology. In addition to teaching, he has served in leadership roles in multiple state and national projects, such as Building the Digital Bridge, Light Bridge, EnACT and Access by Design. Dr. Christie also currently serves as Coordinator of the Accessible Technology Initiative for Sonoma State University, and is President of the California State University, Faculty Development Council.*

What Should Our Graduation Rate Be? An Analysis and Recommendation

WASC Steering Subcommittee to Assess CSUF's Graduation Rate

Diana Guerin, Dorota Huizinga, Kandy Mink-Salas, Ed Sullivan, and Ed Trotter
March 9, 2009

One of the basic issues any institution of higher learning must appropriately consider is whether students are graduating "on time." This is a much more vexing issue than merely determining what proportion of students complete the requirements for a degree in four years, that ingrained standard most of us carry around in our heads. Our campus populations are simply too diverse for a simple approach. The University's Steering Committee for the Western Association of Schools and Colleges accreditation study assigned the task of studying this issue to a subcommittee composed of the five co-authors of this article as the campus prepares its study and analysis of student success, drawing from--but not limited to--our data on retention and graduation rates.

Our first task was to determine what group of students we should study. Are we to consider only those students who enter Cal State Fullerton as freshmen? Clearly, they are not representative of those who walk across the commencement stage each May. Yet, freshman rates are the most common measure of graduation success. One could argue that we could look at our graduates and measure how long it took them to obtain a degree, regardless of the institution in which they initially enrolled in higher education. But for the majority of our students, more than half of their undergraduate career was spent somewhere other than at our campus. Hence, the practice of examining both "native" students and "transfer" students, but each separately seems an appropriate strategy.

So, whither Fullerton?

It is abundantly clear a "typical" entering freshman at CSUF does not get a degree in four years. In fact, fewer than 20% do. Even our six-year rate is just about 50%. Perhaps a more appropriate question might be, "Do students complete the degree on the time schedule they choose, given the diversity of other forces impinging on their time?" After all, we are located in the suburbs near busy students who lead busy lives.

There are at least two ways "success" can be measured: (1) how many years it takes to complete a degree and (2) what percentage of the students complete a degree in a given amount of time. A widely used marker for time to graduation is 150% of the time to degree, or 6 years for first-time freshman students and 3 years for transfer students.

Here are some basic data from our campus: 2007-08 baccalaureates that entered as first-time freshmen graduated on average in 5.1 years. This seems to be pretty much in conformance with national norms that float around six years to graduation, depending on the type of institution. The proportion of students graduating in six years is also about the national norm at around 50%.

Analyses done by a number of state university systems across the nation over the past five years or so indicate that Cal State Fullerton is in step with the success rates of comparable institutions, perhaps doing even slightly "better." For example, a study done by the state of Michigan listed CSUF's 1997 student cohort as ranking seventh in its six-year graduation rates (at 47.6%) among 16 universities considered similar to Eastern Michigan University. The 16 campus six-year rates ranged from 30.3% (Kennesaw State University) to 65.1% (Northern Iowa). Three other California State University campuses (San Jose, San Francisco and Sacramento) were also included on the list and all ranked below CSUF. Another state-system analysis done for the same cohort year in Texas showed even lower six-year rates at roughly comparable schools: UT Arlington (37%); El Paso (26%); and San Antonio (28%).

We can also compare our six-year graduation rates to those of the most similar California State University System (CSU) campuses. Table 1 shows how CSUF graduation rates compare to those of the six most similar CSU campuses. Over four recent cohorts, our freshman six-year graduation rate consistently ranged from 48 to 50%. Only San Diego State had a "better" rate of graduation, and that seems to be the result of two factors: (1) additional criteria applied to incoming freshmen applicants because of campus impaction, and (2) the fact that students taking remedial course work on the San Diego campus are technically enrolled in a community college course, thus removing them from the initial cohort. Both of these criteria at San Diego State result in a more academically qualified cohort of students compared to that at our campus.

Table 1. CSU Large Campus Comparison
First-time Full-Time Freshmen
Six-Year (or Less) Graduation Rates for Four Entering Cohorts

	Entered			
Campus	**Fall 1998**	**Fall 1999**	**Fall 2000**	**Fall 2001**
Fullerton	**49%**	**48%**	**49%**	**50%**
San Diego	46%	53%	58%	56%
Long Beach	46%	46%	48%	47%
San Francisco	40%	40%	42%	44%
Sacramento	40%	41%	42%	42%
San Jose	38%	41%	41%	42%
Northridge	36%	36%	40%	41%

Comparison group is drawn from a list generated by College Results Online, a project of The Education Trust Closing the Education Gap project. http://www.collegeresults.org/search1b.aspx?InstitutionID=110565 Data extracted from IPEDS Peer Analysis System.

Our transfer student graduation rates also compare favorably to those of our six similar sister institutions in the CSU. As shown in Table 2, across five recent cohorts our three-year transfer student graduation rate was quite steady at approximately 55%, systematically exceeding the rates of three of our peer institutions (Long Beach, Sacramento State, and San Jose), but more recently lagging San Francisco, Northridge, and San Diego.

Table 2. CSU Large Campus Comparison
Community College Transfer Students
Three-Year (or Less) Graduation Rates for Five Entering Cohorts

	Entered				
Campus	**Fall 2000**	**Fall 2001**	**Fall 2002**	**Fall 2003**	**Fall 2004**
Fullerton	**56%**	**56%**	**55%**	**55%**	**56%**
San Diego	53%	53%	59%	61%	64%
Northridge	50%	50%	54%	56%	59%
San Francisco	49%	50%	50%	53%	58%
Long Beach	48%	45%	48%	47%	52%
Sacramento	47%	48%	48%	52%	53%
San Jose	41%	40%	39%	43%	45%

Data from CSRDE reports available at: http://www.asd.calstate.edu/csrde/index.shtml

What do we make of these differences in graduation rates across campuses? John V. Lombardi, president of the Louisiana State University system, former president of the University of Massachusetts Amherst and the University of Florida, and former provost at Johns Hopkins University warns that "when we use graduation rates to compare campuses and infer from these comparisons that one campus is doing a better job of educating students than another, we exceed the data point."[1] He points out that numerous factors influence institutional graduation rates. For example, some programs simply take longer than four years to complete, such as engineering. Some institutions work with "high-risk" students. Many students register for only the number of units required for financial aid (12 units), although they would need 15 units per semester to finish in four years.

One question that could be asked, as noted above, is whether students want to move toward a degree at a faster pace. A scientifically conducted survey (N = 700) of CSUF students in the summer of 2000 revealed that 55% of our students enrolled in 13 units or fewer in a typical semester. While they may seem dated, the survey results should not differ significantly across time on such a measure. When asked if they would prefer to take more units, 60% of those students said "no." And, those who

[1] John V. Lombardi, "Missing the Mark: Graduation Rates and University Performance," *Inside Higher Education*, February 14, 2005, available at http://jvlone.com/InsideHE_Gradrate021405.pdf

preferred to take more may be precluded from doing so because of other constraints in their lives, such as the need to work. Thus, it is clear that most students are taking fewer than 15 units, the necessary number of units per semester to graduate in four years, and they do so for many reasons other than the difficulty in obtaining classes.

Although, of course, we would like to see our students complete a degree in four years and enter into the next stage of their lives, it is clear that they are graduating overwhelmingly at the rate they choose. We can think of no rationale why that is in any way harming the quality of their education. However, that does not preclude our taking steps to reduce the time to degree.

Diana Guerin
Child and Adolescent Studies

Dorota Huizinga
Associate Vice President of Graduate Studies and Research

Kandy Mink-Salas
Dean of Students

Ed Sullivan
Acting Assistant Vice President for the Office of Institutional Research and Analytical Studies

Ed Trotter
Acting Associate Vice President, Undergraduate Programs

Modeling Ethical Use of Intellectual Property

Anthony Davis Jr.
Library

Distributing an article to a classroom of students requires two distinct transactions. First, the instructor selects a method of distribution that utilizes some form of technology. This could be something as simple as a paper Xerox copy or something as complex as an SFX link to the Library's electronic collections. Second, the instructor must exercise a copyright exemption under the law invoking the right to distribute through exceptions like Fair Use or by permission, through licensing. By using the appropriate technology and the proper copyright exemption, the instructor is able to share a copy of the article with each student in a legal and ethical manner by making use of copyright exemptions.

Thus it is essential that instructors inform themselves in relation to the nature of these exemptions.

This article seeks to explain the most common copyright exemptions and to draw relationships between these exemptions and the technologies that instructors most often use to distribute articles and other materials to their students. It will examine the Public Domain, Fair Use, the Teach Act, and Licensing, placing these legal devices in the context of the Pollak Library Course Reserves, Distance Education, Blackboard, coursepacks, and the Library's electronic resources.

The Public Domain

The simplest copyright exemption is the absence of any legal protection at all. Anything printed in the United States of America before 1923 is not subject to copyright protection (Hirtle, 2009). It belongs to the public and is considered "in the public domain." Instructors can distribute these materials without limitation using any technology they choose: Internet, email, paper copies, etc. While copyright for state government publications may vary, federal government publications are in the public domain.

After 1923, the laws changed frequently, so it cannot be assumed that a work is protected or not protected by copyright. Refer to the American Library Association's Digital Copyright Slider to see if a work published after 1923 is still protected: http://www.librarycopyright.net/digitalslider (Brewer, 2007).

Fair Use

When a professor makes 30 photocopies of an article and hands them out to her students, she employs a simple technology (paper) and a claims a complex copyright exemption (Fair Use) to enable distribution. In the academy, Fair Use, also referred to as Section 107, (U.S. Copyright Act of 1976) is the exemption that is used the most, covers the most cases, and is the most flexible.

Fair Use insures that the law, being unable to anticipate every technical development, is flexible enough to accommodate new technologies until case law, Congress, or a Supreme Court decision renders a final decision. Fair Use can be claimed with any technology and can be used to judge all academic circumstances where there is no clear precedent. As of now, it is the only copyright exemption available to instructors that use Blackboard to distribute articles to students.

Fair Use demands rigorous application. The four factors (purpose, nature, amount and substantiality, and effect), often referred to as a test, are better employed as guidelines in a philosophical assessment as to whether the proposed use is actually fair. The fourth factor, market effect, being inherently impossible to prove, is the crux of most litigation and is as often subject to conjecture and conscience as it is to any empirical standard. This paper takes the stance that using a scholarly article published by an academic publisher is fair only for a limited number of uses. A scholarly article cannot be used indefinitely without having a detrimental effect on the market for that article.

Refer to the CSU General Counsel publication, Fundamentals of Copyright and Fair Use (2007) at http://www.calstate.edu/gc/Docs/Fair_Use.doc for more information on making a Fair Use decision.

Fair Use and the Pollak Library Course Reserves

The Pollak Library distributes Fair Use materials on behalf of professors through its Course Reserves system. These materials may be items the Library owns or items from the instructor's personal collection. Before the Library will accept materials or requests from an instructor, a signature is required on the Course Reserves form stating that distribution of the intended item is a "Fair Use."

Anything that doesn't fall under the exemption of Fair Use won't be accepted. Materials like coursepacks, instructor copies of textbooks with distribution restrictions printed on the cover, and copies of films that may not have been legally acquired can't be distributed through Course Reserves. Once it is established that the materials fall under the exemption of Fair Use, they are distributed through a variety of corresponding technologies, Blackboard for articles, Audiovisual Reserves for films and compilations of clips, and print reserves for books.

The Teach Act and Distributing Articles through Blackboard

The Teach Act, Section 110[1], (U.S. Copyright Act of 1976) is one of the few exemptions that have technology built into them. It was written specifically to govern distance learning and is employed by the Distance Education Department to provide multi-media resources for distance education courses. Because the Teach Act seamlessly merges technology and law, it has a very narrow focus, useful to only a minority of professors. Yet, instructors whose courses are not delivered online may benefit indirectly from its precepts.

Under the statute, Distance Education can copy portions of films (and if necessary, the entire film), store them on a server, and stream them to the students of online classes. The films must be posted with a copyright notice and only the students in the course may have access to them. Furthermore, controls must be placed to insure that students cannot save or further disseminate the copies. Instructor oversight is required for every film since it is meant to replicate watching the film in a typical class session.

For those professors whose courses are not designated as online, while they cannot employ the Teach Act as an exemption, they can still benefit from its etiquette. The Teach Act provides the best guidance for instructors who want to distribute a Fair Use article through the Internet to their students. Each article should be posted with the publisher's copyright notice and always behind Blackboard where only the students in the course have access. Professors should verbally inform students that the materials are protected by copyright and should not be further disseminated. Finally, it is good practice to take down materials when they are no longer an active part of the course.

Licensing and Coursepacks

Coursepacks, originally intended to make distribution of articles easier, are now the primary means through which publisher royalties are collected. Case law in the 1980's established that coursepacks, being typically printed for profit, are not a Fair Use of a publisher's intellectual property (*Basic Books, Inc. v. Kinko's Graphics Corp.*,1991). Without an exemption to copyright, respect must be paid to the author or publisher's exclusive right to authorize copies and distributions of their own work. Anyone wishing to distribute articles in this case must enter into a contract (license) with the publisher.

When an instructor places a request for a coursepack with a printer, the printer is obligated to license the rights to make the coursepack from the publisher(s). The costs of the licenses are passed on to the students that purchase the coursepack. Because of this, instructors should use coursepacks only for items that don't fall under the exemption of Fair Use or that can't be obtained from the Library. Since not all materials fall under Fair Use, the benefit of this system is that coursepacks provide a simple way to obtain permission from the publisher without a complex, burdensome process.

It is important to note that some printers do not follow the law. Such printers are to be avoided, (mainly because, as in the past, they inevitably implicate faculty in their lawsuits) (Austin, 2005). Any instructor who places an order with an off-campus bookstore must insure that that bookstore pays copyright on every article in the coursepack, otherwise that instructor is in violation of the legal and ethical standards of the campus. Fortunately, the Titan Shops Bookstore pays copyright on every article in every coursepack they sell.

Licensing and the Library's Electronic Resources

The Pollak Library's electronic resources are licensed. The Library has entered into contracts with the publisher of every online resource they provide. The terms of the license supersede copyright law and dictate what can or cannot be done with the articles or other materials available through the Library website. Instructors should assume that materials from the Library's electronic resources cannot be distributed through the Fair Use exemption.

There's no easy way to communicate the details of all the licenses the Library has negotiated. The Library is currently exploring ways to share license terms. Until then, as a rule, most databases enable what they permit. This is to say, if there's a "save" icon, one can be reasonably sure that it's all right to save that item. The only thing that's easy to do but isn't generally allowed is sharing articles and access outside of the confines of CSUF.

While printing is universally permitted, making copies of a printed article or scanning the article and posting it to Blackboard is not. The Pollak Library subscribes to resources based on data about use. Publishers track the number of searches, hits, downloads, printouts, and all other relevant activity on their site. When the Library makes renewal decisions, it requests this data and uses it. Instructors who engage in distribution behaviors that can't be tracked undermine this decision-

making process and as a result, their favorite resources may be canceled.

As a rule, when a professor wants to distribute an article provided through a Library database, he or she should use the persistent URL (permanent URL, permalink) provided by the database and listed in the article record. Pasting the persistent URL as an external link in Blackboard will insure that students gain on-campus access to the article. For off-campus access, the persistent URL must be prefixed with the Library's proxy URL (http://www.library.fullerton.edu/asp/ipcheck.aspx?url=). The proxy server enables global access to all the Library's resources. Persistent URLs can also be generated through SFX under the "More Options" link and through the Library Tool Kit at http://www.library.fullerton.edu/librarytoolkit/ (Tschabrun, 2005). Contact the Pollak Library for more information on linking to articles.

Summary

When instructors distribute articles to their classes, they are required to make decisions about the technologies they employ and the available legal exemptions to copyright. This article explains the relationships between the law and the corresponding technologies in the most common cases, highlighting some specific features of distributing materials at CSUF. First, the Public Domain and Fair Use are explained with the latter being contextualized in the Library Course Reserves process.

Next, the Teach Act is highlighted as it relates to Distance Education and distribution of materials through Blackboard. Finally, licensing is clarified through coursepacks and the Library's electronic resources with instructions on linking directly to articles in the databases through persistent URLs. With knowledge of the relationships between the relevant copyright laws and how they interact with technology, instructors can make informed, legal, and ethical decisions about how best to share scholarly and other copyrighted work with their students.

References

Austin, B. (2005). The "model policy," NYU and Kinko's: 1982-1991 [Electronic Version]. *Journal of Interlibrary Loan, Document Delivery & Electronic Reserve*, 15(2), 25-31.

Basic Books, Inc. v. Kinko's Graphics Corp., 758 F. Supp. 1522 (S.D.N.Y. 1991).

Brewer, M. (2007). *Digital copyright slider*. Washington, DC: American Library Association, Office for Information Technology Policy. Retrieved March 18, 2009, from http://www.librarycopyright.net/digitalslider/

Fundamentals of copyright and fair use. (2007). Long Beach, CA: The California State University, Office of General Counsel. Retrieved March 18, 2009, from http://www.calstate.edu/gc/Docs/Fair_Use.doc

Hirtle, P. B. (2009, January 5). *Copyright term and the public domain in the United States*. Retrieved March 18, 2009, from Cornell University, Copyright Information Center Web site:

http://www.copyright.cornell.edu/public_domain/

Tschabrun, S. & Blyleven, M. (2005). *Put the library into Blackboard: A toolkit for Cal State Fullerton faculty*. Retrieved March 18, 2009, from California State University, Fullerton, Pollak Library Web site: http://www.library.fullerton.edu/librarytoolkit/

U.S. Copyright Act, 17 U.S.C. § 107 (2007).

U.S. *Copyright Act, 17 U.S.C. § 110[1] (2007).*

Anthony Davis Jr. *attended the University of Michigan for both undergraduate and graduate school, receiving a B.A. in English in 1996 and a M.S.I. in Information Economics, Management & Policy in 2003. After completing graduate school, he was the 2004-2006 Pauline A. Young Resident at the University of Delaware Library. He joined the faculty at the Pollak Library in August of 2006 where he currently serves as the Electronic Resources & Copyright Librarian. His current research interests include Technology and Copyright Law, Information Policy Development, and Copyleft.U.S.*

University Service: Why do it? How to get on the committee of your dreams

Scott Hewitt
Chemistry and Biochemistry

Why do university service?

Overworked? Already doing service work for your department and college? So, why do university service? Because service will allow you…

- To enhance your scholarly and creative activities and your teaching.

To help make our university the best it can be.

- To stay informed.
- To have some control over the decisions being made.
- To help keep your department informed and ensure that your department has a voice.
- To learn more about the university.
- To meet and interact with faculty outside of your department or college.
- To be exposed to a wide range of views.
- To experience the camaraderie of a committed group of diverse campus members.
- To meet the requirements for tenure and promotion.
- To receive a higher ranking on your sabbatical application.

How are faculty members selected to university committees?

At last count, there are more than 47 university committees, boards, councils, task forces, ad hoc committees, … (not

including the Academic Senate). If we estimate that there are six faculty per committee and that each faculty member on average serves two years, then the Senate Executive Committee must replace about 140 faculty per year. This process begins in mid-spring and is not completed until early fall. The Senate Executive Committee is composed of the elected officers of the Academic Senate and our three elected CSU academic senators. The Executive Committee nominates faculty for committee service (except for the Academic Senate, in which individuals petition and then run as candidates in an election). For the three General Committees (Faculty Research, Professional Leaves, and Faculty Personnel), an election is held which includes the Executive Committee nominees and any other individuals who complete a nomination petition. For all other committees, the Academic Senate must approve the Executive Committee nominees.

How does the Senate Executive Committee make their recommendations?

The Senate Executive Committee looks at the data from the online Committee Interest Forms. For some positions, there are no faculty members who have expressed an interest. For other positions, there are many faculty members who have expressed an interest. Marilyn Miller, in the Academic Senate Office, will place a note on the forms if a faculty member contacts her about interest in a specific committee. Executive Committee members will also add names of faculty who have contacted them or names of faculty who they consider to be a good fit for a particular committee. We are looking for faculty with special skills and/or specific interest appropriate for a particular committee.

We try to include as many different colleges as possible (for many committees, we are required to only have one faculty member per college; however, HSS, which is the largest college often is allowed one from H and one from SS). If someone from your college is already on the committee, then you will have to wait for that person to step down or finish his/her term. We also try to have a diverse committee in terms of gender, race, and rank.

So, to get on the committee of your dreams…

- Fill out the online Committee Interest Form (www.fullerton.edu/senate) as soon as possible. We update the online form for the following year usually in February.
- Contact Marilyn Miller or a Senate Executive Committee member if there is a specific committee that you really want to be on. The current Executive Committee is composed of Scott Hewitt (NSM), Jack Bedell (HSS), Joanne Gass (HSS), Lynda Randall (ED), Ken Walicki (ARTS), Amir Dabirian (IT), Zvi Drezner (MCBE), Diana Guerin (HHD), Barry Pasternack (MCBE), and Vince Buck (HSS). A new Executive Committee is elected during finals week of each spring semester.

If you are unfamiliar with our university committees …

- Ask your colleagues for appropriate committees, based on your interests and the time that you can commit to a committee.
- Look for committees that will complement your teaching or scholarly and creative activities.
- Check the online Committee Interest Form to get more information on each committee (you can do this without submitting your choices).

A list of committees and current members can be found at http://www.fullerton.edu/senate/Committees_to_Distribute.pdf
Have a great summer! Please send your comments and ideas to me at shewitt@fullerton.edu.

***Dr. Scott Hewitt** is a professor of chemistry. He and his research students study how hydrocarbons react in air (smog), combustion systems (incinerators), archeological samples (Olmec tar), and biological samples (aging). Scott is an avid Titan baseball fan and mountain Ultrarunner. He currently serves as chair of the Academic Senate.*

Faculty Productivity in the Electronic Age: The impact of productivity tools on scholarship

Katherine Kantardjieff,
Chemistry and Biochemistry

To stay competitive in the enterprise of higher education, productivity is key. What do we as faculty do, how well do we do it, and how will we do it when information surrounds us? These questions delve deeper than simply addressing the ongoing struggle to balance faculty activities in Boyer's four domains of scholarship (Boyer 1990), discovery, application, integration and teaching. These questions also consider efficiency and effectiveness. More specifically, this article addresses cyber-based productivity tools, whether faculty are using these tools to their advantage as they engage in the four domains of scholarship, and how faculty can use these tools for greater productivity in scholarship.

The Changing Context of Faculty Work

Like most institutions of higher learning, our campus has become more corporate in its outlook, with high expectations for faculty entrepreneurialism, quantifiable productivity, and efficiency. There are also increasing demands for accountability, checks and balances, and quantifiable outcomes from teaching and creative expression. Additional challenges facing university faculty, as well as administrators, are the rapid expansion of knowledge and the pervasiveness of new technologies. We no longer find information; information finds us. New areas of specialization have

arisen as a consequence of knowledge expansion, which challenge traditional disciplinary structures, as faculty increasingly work in interdisciplinary frameworks and participate in collaborative teaching and research efforts.

Not only is the explosion of technologies that facilitate teaching, learning, and research changing the nature of knowledge, but also advances in technology are changing the process and the social organization of teaching, learning, and research. People are now at the center of the information space, and faculty have become an integral part of the knowledge economy, where knowledge producers and knowledge consumers function within market forces (Gumport and Chun 2005). Technologies enable new ways of interacting with information, and then communicating, learning, and applying knowledge.

The import of these developments are a) an escalating pace of work; b) expanding and changing workloads; c) increasingly high-pressure environments; d) a blurring of boundaries between professional and personal life; e) a need for continuous, career-long professional development on the part of faculty. This "ratcheting" of workload (Gappa, Austin et al. 2007) means that time is at a premium for practically everyone. To work creatively and effectively in these rapidly evolving times, faculty must constantly expand their repertoire of talents and skills to continually strengthen the quality of scholarship in the four domains of discovery, application, integration and teaching.

Workload and Productivity

Workload and productivity are not the same, although they are intimately related. Measures of teaching- related productivity may consider a) which students are being taught by which faculty and with what results; b) whether students are graduating with marketable skills; c) graduation rates and time to graduation; d) results from student opinion questionnaires. Data demonstrating discovery or integration-related productivity may include a) refereed or juried publications, b) reviews and non-refereed publications, c) books and book chapters, d) monographs and technical reports, e) presentations, performances and exhibits, and f) patents /copyrights/ software.

Middaugh (2001) has questioned whether these are the "right measures" to reflect faculty productivity, and has suggested that we must also consider the linkage between time spent in these activities and specific outcome measures from those activities.. Wisely chosen productivity tools can then reduce the time faculty spend on these activities and enhance the specific outcome measures from those activities.

Cyberinfrastructure and productivity tools

Cyberinfrastructure is defined by the National Science Foundation as "the coordinated aggregate of software, hardware, and other technologies, *as well as human expertise*, required to support current and future discoveries." (Cyberinfrastructure and Council 2007) In its call to action, the NSF notes that converging advances in networking, software, visualization, data systems and

collaboration platforms are changing the way research and education are accomplished. The NSF's cyberinfrastructure mission promotes learning and workforce development using cyber-based tools.

Productivity tools are cyber-based applications designed to make your professional activities more efficient. However, when used shrewdly, they can also make your professional activities more *effective*. Regardless of the scholarship domain in which you choose to implement productivity tools, always try out the tools and systems that appeal to you, choosing those that do the job well enough while still making the activity involved agreeable. Whenever possible, these tools should integrate with one another, else they become cumbersome to use in other ways. Once you adopt productivity tools, work those tools, and adapt those tools, so that you move beyond simply mastering the skill of being able to use them to the more mature stage where you use them to create meaningful outcomes, be they learning environments, knowledge, or creative expression. Table 1 provides examples (by no means an exhaustive list) of some pervasive productivity tools and suggests how they may advance ad expand your scholarship, transforming the nature of your work, improving efficiency and effectiveness, and enhancing productivity.

Examples and Impact of Productivity Tools

Email is not just for memos

At Cal State Fullerton, where I have been a faculty member for more than 20 years, I have utilized productivity tools in the scholarship of discovery and integration, as well as in the scholarship of teaching, beginning with my email capabilities on the mainframe computer systems in 1989. Not only did email keep me informed of my discipline and in contact with research collaborators and colleagues, it also requested email accounts for my students, educated my students, for whom I had requested email accounts, in the value of electronic communication.

Today, all students on our campus have email accounts (often several) that they use for both social and educational purposes. These are often, if not always, their first line of communication with an instructor, although more recently they have taken to instant messaging. Outlook plug-ins and add-ons (Table 1) such as Xobni create powerful tools for managing one's professional life and tracking professional networks.

Video and enhanced online content

In the 1990s we created animated tutorials on complex topics of group theory and symmetry in chemistry. I also integrated molecular modeling into the physical chemistry and biochemistry curriculum using contemporary hardware and software tools of the day. With simple web authoring tools, students in my computation courses created electronic portfolios of their work, as well as what I recognize now to have been precursors to modern web-logs (blogs) on topics of interest. Today, video capture and animation tools are ubiquitous, and one does not need to know html too deeply to create cyber-based content and publish it online. I routinely record my lectures as well as tutorials on a variety of topics, which I post for students as course

resources. I also record seminar and conferencer presentations, which I stream from my faculty webpage or my Screencast™

Table 1 Faculty Productivity Tools		
Productivity Tool	**Description/Example**	**Value Added**
MS Office, Open Office, Thinkfree	Word processing; editing/reviewing tools; presentation software; email; spreadsheets; web authoring.	Enhances writing efficiency and effectiveness through review. Facilitates publication.
Endnote, Refworks, Refmarc	Citation managers store and manage electronic libraries of complete citations from literature databases, as well as actual .pdf documents. They also store and manage frequently used graphics. Preformated templates for hundreds of journals and cite-while-you-write features make inserting and modifying references a breeze.	These tools enable you to focus on writing content and not arduous formatting/reformatting of references. You will have an electronic repository of your frequently used references and figures, plus an entire reference list for every manuscript and book chapter.
Bubbl.us, FreeMind, Spinscape	Brainstorming and mind mapping applications facilitates group collaboration and creation of learning maps.	These tools facilitate collaboration and critical thinking, as well as true learning, which is non-linear.
Camtasia Studio, EchoFX, Impatica, Pinnacle, SnapKast, Snapz, Tegrity, VideoANT.	Ubiquitous video capture tools record computer screens or specific applications, with/without audio, and produce files in a variety of formats for facile downloading or streaming.	Mobile, portable, accessible content appeals to the learning style of the modern digital generation that has a broader range of literacy skills. Video enhances course content, and is increasingly used to enhance online scholarly publications, notably in the sciences.
Googledocs, Zoho, Evernote, Dropbox, Box, Pando, Skype, Windows Live	Collaboration webs and file sharing applications enable sharing and co-creation of content.	These tools facilitate collaboration and critical thinking, as well as true learning, which is non-linear. They facilitate the work of committees and co-authors.
Chilibase, Categorize Plus, Tabview, GroupCalendar, Xobni	Outlook add-ins help to organize your inbox, index and search your inbox for people, email and attachments.	These tools can help coordinate schedules, remind you (and others) of important tasks, create organized electronic file cabinets, and facilitate professional networks through social operating systems.
Windows Live, Skype	Instant messaging/ Internet telephone	These tools keep you in contact with students (who prefer to IM) and remote colleagues with whom you collaborate. These tools enable cheaper long distance phone calls. Free add-ins facilitate file sharing, white boarding, limited conference calls and virtual meetings.
iLinc, Adobe Connect	Web conferencing	These tools facilitate file sharing, white boarding, synchronous classrooms and virtual learning communities, and online meetings.
Epsilen, LinkedIn, Pronetos, Facebook, MySpace, Skype, Cyworld, Bebo, Xobni, Windows Live	Social networks	These tools provide a platform to network and collaborate with your colleagues all over the world; a forum for building ideas; a place to keep up with the latest trends and topics in your field; and the ability to nurture your professional legacy
blogger.com, weblog.com, zotero,com, pbwiki.com, mediawiki.com, wikispaces.com, twitter.com, popflywiki.com,freebase.com	User-created content; "blogademics"; web-logs (blogs) and wikis; data mashups, collective intelligence	These tools enable scholars to gather or create content, organize and share it. The associated communications and presentations represent new forms of publication. ***Even CSUF is using Twitter!***

Blended learning environments

In the last few years, I have been engaged in developing and deploying "blended learning environments," course environments that mix asynchronous and synchronous use of productivity tools for maximum efficiency and effectiveness in the virtual classroom. We began with weekly webinars hosted by the W.M. Keck Foundation Center for Molecular Structure, which quickly expanded to online meetings with CMolS staff and users for training on instruments and remote data collection.

Crystallography

We have taught a crystallography course, jointly offered at Fullerton and Harvey Mudd College in the two Departments of Chemistry. Cohorts of students on each campus received synchronous instruction In the latter instance, students utilized the iLinc web conferencing application to remote control instruments at the Keck Center for Molecular Structure and conduct independent X-ray diffraction experiments. In the virtual space, students would also chat with each other, as well as collaborate on assignments, and seek assistance in processing and analyzing their data.

Computational chemistry

For the past two years, I have also taught several of our computational chemistry modules in blended modes. Here, some of the students attend proximally in the computer classroom, while the remainder attends remotely using iLinc. Virtual office hours are also offered, in addition to those on campus in my office or the computer lab. Besides offering students flexibility and convenience, here again, iLinc facilitates chats by students with each other online and with the instructor, students actively participate in class sessions while online, and they utilize the virtual meeting space for collaboration on advanced team projects.

Because these courses are required for all our majors, they are typically larger than can be handled with one-on-one attention (40-50) by instructor or hardware during class time. Class sessions regularly feature breakout activities, where the larger group is separated into smaller groups for active learning and collaboration. Whereas interaction promotes communication, concurrent collaboration goes beyond knowledge and supports higher order thinking.

Writing and oral presentation

In 2002, the Department of Chemistry developed Chemistry 340, "Writing for the Chemical Sciences", a course that meets the University upper-division writing requirement (Kantardjieff 2006). Chemistry 340 emphasizes practice in writing, American Chemical Society publication guidelines, peer-review, and critical analysis of scientific literature. There are five major writing assignments during the semester; one or two minor writing assignments each week, and one in-class assignment each period. Written drafts are peer-reviewed by students, discussed by students and faculty, revised by students, and submitted to faculty for assessment. Each student peer-reviews three grant proposals, in a process similar to panel reviews conducted by the NSF or the processes for use in major assignments. NIH. Minor assignments develop skills and processes for use in minor assignments.

Because this course enrolls 24-30 students per offering, the throughput of practice, review and feedback is achieved exclusively by using the productivity "tools of the trade", which we in the sciences should be using on a daily basis for writing papers, books and grants, as well as preparing seminar presentations and lectures. MS Word® is used to prepare all written assignments (basic experience with tools such as MS Office® is an admission requirement to CSUF). MS Word ® reviewing tools facilitate writing practice, peer review, and assessment of learning objectives. Endnote® is utilized to create bibliographic libraries, track references and figures within documents, and produce citation lists. MS PowerPoint® is used to prepare seminar and poster materials, which are also peer-reviewed. These productivity tools facilitate creation of an electronic portfolio of each student's work, which is used to monitor development of their writing skills and to analyze their writing for style, usage and structure.

Professional networks

To you belong to a social network? Social networks, and the next generation social operating systems, are increasingly attracting the attention of academic and industry researchers intrigued by their offerings and reach. These web-based services allow individuals to construct a public or semi-public profile within a bounded system. Other users with whom they allow a connection can then share this information. Individuals may negotiate their list of connections, as well as those made by others within the system. Social networks are not unique (or possibly they are intimidating) because they allow people to meet "strangers". Rather, they are unique in the way they facilitate connections that would otherwise not be made. Social operating systems go the next step, applying network theory to analyze the connections between individuals and answer the questions "Who do we know?" "How do we know them?", and "How deeply are we connected?".

Many faculty members on this campus belong to a professional network, such as LinkedIn. Professional networks are distinguished by the nature of the profile stored, which is aimed at working professionals, and resembles a CV or a resume. In this regard, they are extremely useful for forging ties and forming collaborations with individuals sharing research interests. Many faculty members belonging to our California State University Program for Education and Research in Biotechnology (CSUPERB) consortium are also "networked" through LinkedIn. Epsilen is being utilized by a number of universities and community colleges to create and manage cost-effective ePortfolios for RTP processes, with tools such as CV builders, controlled sharing/privacy, and peer review. The Academic Senate will be piloting our own ePortfolio program this fall.

The environment of higher education is changing rapidly, and the growing use of Web 2.0 and social networking, combined with collective intelligence and mass amateurization, is gradually but inevitably changing the practice of scholarship and pushing its boundaries. The way we work, collaborate, and communicate is evolving, as these boundaries become more fluid and globalization increases. Access to and portability of content is increasing as smaller more powerful devices are introduced.

Web 2.0 has given rise to the blogging academic or "blogademic" (Harrison 2008), a phenomenon that represents a clash between the traditional discipline-driven institutional culture and Internet discourse. While faculty are accustomed to refereed or juried publications, conference papers, and the classroom, the blogademic transits from critic and scholar to more creative writer, relinquishing the security, comfort and critical distance of a traditional teacher-scholar. While using blogging tools such as Twitter ("twittering") may be regarded by some as mindless chatter, well-crafted and well-informed weblogs have been shown to promote critical thinking, while giving students a sense of identity and empowerment, as well as helping them to learn how to interact and collaborate with others online (Oravec 2002).

Twitter has become a popular conference "backchannel", members of the US Congress regularly "twitter", and according to twitterholic.com, President Obama is most followed on Twitter. Blogs may represent the future of news media. If you have looked closely at our campus web pages lately, you will have noticed that CSUF is on Twitter (http://twitter.com/csuf).

While emerging forms of publication and new scholarship challenge traditional RTP processes, they provide enormous opportunities for innovation and leadership at all levels of the academy. However, the sociological transition from physical to cyber-based university community utilizing productivity tools, and more broadly, Web 2.0 technologies, is a process that each field and discipline needs to go through on its own. Nevertheless, it is clear that faculty (and their students) not only need to be trained in a core discipline, but they increasingly require special expertise in cyber-based applications, in addition to their primary specialty.

Parting thoughts

Cyberinfrastructure now enables knowledge processes and acts as a scaffold for producing and using new tools and representations of knowledge. Information and knowledge can easily be shared and grow through application. Productivity tools allow users to create content, blogs, wikis, collaboration webs, video, collectively generated forms of information stores, and data-mashups. Open access makes peer-reviewed literature freely available, and in expanded contexts, self-regulating, with every word and graphic tagged and fully searchable. Social networking informs about who we know, how we know them, and how deeply we are connected.

Cyber-based productivity tools have had and will continue to have a critical impact on faculty scholarship and productivity, with respect to both efficiency and effectiveness. Productivity tools are rapidly becoming the standard, both in education and in the workplace. Our reliance on these cyber-based tools and technologies will continue to increase as we move into the next decade of Web 3.0, where people and information are deeply connected by cyberinfrastructure. (For a humorous but humbling look at ordering a pizza online in Web 3.0, see http://www.youtube.com/watch?v=RNJl9EEcsoE.

So, as you embark on new scholarly endeavors using productivity tools to increase your efficiency and effectiveness, and enhance your productivity in the four

domains of scholarship, I leave you with a quote by Albert Einstein obtained with my Web 2.0 productivity tool, Goggle Gadgets:

Life is like riding a bicycle. To keep your balance you must keep moving.

References

Boyer, E. L. (1990). Scholarship Reconsidered: Priorities of the Professoriate. San Francisco, Jossey-Bass.

Cyberinfrastructure and Council (2007). Cyberinfrastructure Vision for 21st Century Discovery. OCI. Washington DC, National Science Foundation.

Gappa, J. M., A. E. Austin, et al. (2007). Rethinking Faculty Work: Higher Education's Strategic Imperative. San Francisco, John Wiley and Sons Inc.

Gumport, P. J. and M. Chun (2005). Technology and higher education: Opportunities and challenges for the new era. American Higher Education in the Twenty-first Century: Social, Political and Economic Challenge. P. G. Altbach, R. O. Berdahl and P. J. Gumport. Baltimore, Johns Hopkins University Press: 393-424.

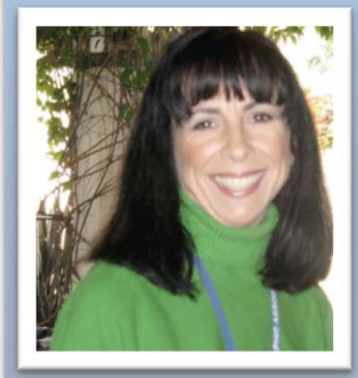
Harrison, D. (2008). Scholarly voice and professional identity in the Internet age. Thought & Action, 24: 23-33.

Kantardjieff, K. A. (2006). Writing for the Chemical Sciences. American Chemical Society National Meeting. San Francisco.

Middaugh, M. F. (2001). Understanding Faculty Productivity: Standards and Benchmarks for Colleges and Universities. San Francisco, Jossey-Bass.

Oravec, J. (2002). "Bookmarking the world: WEblog applications in education." Journal of Adolescent and Adult Literacy, 45(7): 616-621.

Dr. Katherine Kantardjieff



is a professor of physical chemistry. She currently serves as Faculty Coordinator of Academic Technology and as Director of the W.M. Keck Foundation Center for Molecular Structure. Her research interests are in the determination of macromolecular structure, and she is a prolific writer of scholarly articles in this area.

Update on Activities of the Academic Senate of the California State University (ASCSU)

Barry Pasternack
Information Systems and Decision Sciences

The ASCSU, like the rest of the CSU, has been trying to reduce our expenditures wherever possible. As a result, both the November and January Plenary meetings were reduced in time from three days to two and the December interim committee meetings were held in a virtual format. Despite, the reduction in "seat" time, the January Plenary saw the approval of eight resolutions and the introduction of seven resolutions (which will be acted upon at our March meeting). We also heard a report on the budget situation from Chancellor Reed and a report on the activities of the Academic Affairs Office from Executive Vice Chancellor Gary Reichard.

As one might expect, the news from Chancellor Reed regarding the budget was not good. He particularly mentioned that the State's curtailment of construction projects will cost the CSU $8 to $10 million. He mentioned that the CSU hopes to get its share of the Obama Administration's economic stimulus package for higher education, which will help in funding construction projects. He noted that the CSU should have enough funds to operate through May 2009, but we will have to reduce our budget in light of decreased state funding.

Summaries of the approved resolutions are as follows[2] (complete versions of the resolutions can be found online at http://www.calstate.edu/AcadSen/documents/01-09_resolution_packet.pdf.

Acknowledgement of Faculty Involvement in the *Access to Excellence Accountability Plan*, AS-2869-08/AA

This resolution highlights several aspects of the implementation plan for the CSU's latest strategic planning effort, *Access to Excellence, including* issues of campus distinctiveness, the importance of planning for faculty turnover, and the importance of ongoing faculty involvement in these planning efforts.

Support of the *Give Students a Compass* Project, AS-2870-08/AA

This resolution expresses support for this project, a collaborative effort of the CSU, the Oregon State University system and the University of Wisconsin system. The project is part of the LEAP (Liberal Education and America's Promise) campaign, an initiative of the Association of American Colleges and Universities. The resolution notes the significant faculty involvement and collaboration in the project and the selection of CSU Chico, Sacramento and San Jose as awardees.

[2] Based upon information provided by the Chairs of the ASCSU Standing Committee Chairs

Quality Assurance in Technology Mediated Course Offerings, AS-2871-08/AA

This resolution notes the utility of technology for enhancing some aspects of our courses but also recognizes some of the challenges that the application of technology brings. It reiterates the principle that faculty (individually and collectively) are responsible for the quality of academic programs and thus need to participate vigorously in the evaluation (and creation) of such offerings.

Protection of Instruction During Times of Budget Crisis, AS-2872-08/FA/FGA (Rev.)

This resolution reaffirms ASCSU's strong advice to administration that they strive to protect CSU's core mission of teaching and learning and that the system should continue investing in faculty during economic bad times in order to bolster classroom quality. We further encourage restraint in the creation of any new administrative positions at this time and ask for the publication of recruitment and retention data for faculty and MPP lines.

Collecting Survey Data Concerning Voluntary Faculty Separations and Declined Offers of Employment form the CSU, AS-2873-08/FA

This resolution encourages local campuses to routinely collect exit data on faculty resignations (tenure-track and tenured), faculty retirements and, when possible, from those who decline tenure-track offers within the CSU. Additionally, the resolution encourages the Chancellor's Office to aggregate such data on an annual basis and make it available to the CSU community. It is believed that the insights gained from such data collection will be an important tool for understanding faculty recruitment and retention in the CSU system.

Support for the Proposed Higher Education Investment Act, AS-2874-09/FGA

This resolution commends the Carnegie Corp. of New York for convening a broad grouping of public, higher-education leaders in the U.S. to discuss challenges exacerbated during these difficult economic times. The ASCSU thank Chancellor Reed and Trustee Chair Bleich for their participation in the aforesaid meeting and for their part in drafting and endorsing the group's open letter to President Obama. The ASCSU highly recommend the letter's call for the needed investment in higher education.

Criticism of the Contemplation of a Reduction to the K-12 Academic Year, AS-2875-09/APEP/FGA

This resolution urges the Governor and the Legislature to reexamine the possible reduction of K-12 school days by a week. The ASCSU point out the difficulties of re-organizing the existing calendar within a plethora of legal mandates, and we note that a schedule cut would contribute further to the remedial challenges faced by CSU students. Additionally, the reduction would amount to a de-facto slashing of teacher salaries by nearly 3%.

Reaffirmation of Campus Faculty Consultation in Budget Decisions, AS-2876-09/FGA

The resolution urges campus presidents to actively involve faculty representative bodies in budget development and review. Moreover, the item reminds all of the 1985 report by the CSU Board of Trustees that acknowledged the benefits of such faculty collaboration. This item came forth not only as another response to our current budget crisis, but also due to the concerns of some senators that certain campuses do not adequately involve their faculty according to the historic B.O.T. recommendations.

Voting Rights for Academic Council on International Program Coordinator Liaisons, AS-2877-09/AA

This resolution endorses the request from the ACIP (Academic Council on International Programs) that up to four staff Coordinator Liaisons be given voting rights on the Council. Currently only the twenty-three faculty members and four student members who serve on the Council have voting rights.

The Right of the Faculty to Have a Vote of No Confidence, AS-2878-09/AA

This resolution urges the Chancellor and Board to support the right of the faculty to have votes of "No Confidence" in administrators at all levels in instances where such votes are a last-resort tool.

Faculty Support for Energy Conservation, AS-2880-09/AA/FGA

This resolution requests that campus senates urge faculty to help save energy and gives examples of a number of specified steps.

Support for Improved Faculty Development Opportunities for Lecturers, AS-2881-09/FA

Lecturers, who make up the majority of the CSU faculty, are often not given equal consideration due to their "temporary" status. This impedes their contributions to the teacher-scholar model. This resolution addresses the need to support *all* faculty members, including lecturers, when considerations are made for faculty development funds to support excellence in both pedagogy and scholarship. It also calls upon the Chancellor's Office to lobby for an increase in the yearly allocation of funds awarded under the Research, Scholarship, and Creative Activities Program (RSCAP).

Opposing Restrictions on Educational Exchanges with Cuba AS-2882-09/FA

This resolution calls upon the federal government to lift all restrictions on educational and scholarly exchange with the nation of Cuba. It also reaffirms the ASCSU's commitment to freedom of inquiry and exchange of ideas across cultural and national boundaries.

Affirmation of Equal Rights for All Individuals Regardless of Race, Ethnicity, Gender, Sexual Orientation, or Other Dimensions of Diversity AS-2883-09/FA

This resolution recognizes the value and importance of maintaining a diverse faculty, staff, and student body; as such the resolution abhors the consequences of California's Proposition 8 (2008) that eliminates the rights of same-sex couples to marry in California.

Dr. Barry Pasternack *is Past-Chair of the Statewide Academic Senate and has represented the University on this governing body since 1997. He currently chairs the Department of Information Systems and Decision Sciences, where he has served on the faculty since 1997. Among his many honors and awards are a designation as the "Outstanding Faculty Member in the School of Business Administration and Economics" (1999) and the receipt of a "Bautzer Faculty University Advancement Award" (1996). He has published numerous articles and books in the areas of quantitative analysis and management science.*

Senate Forum

The Senate Forum is a publication of the Academic Senate at California State University, Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of important issues that the Senate addresses. Individuals are encouraged to respond to the materials contained in the forum, or to submit their own contributions.