Resolution in Support of the Report of the Workload Task Force

WHEREAS, The reporting of faculty workload has far-reaching implications for the campus and the CSU system, including budgeting and curriculum planning; and

WHEREAS, A joint task force of faculty and administrators was convened to study the methods used for reporting faculty workload and to make recommendations for improvements to same; and

WHEREAS, The task force submitted its findings and recommendations to the provost's Academic Affairs Leadership Council (AALC) and the Senate's Executive Committee (EC); and

WHEREAS, The report has been discussed in various forums including a town hall meeting, Senate meetings, and joint AALC/EC meetings; and

WHEREAS, The Task Force's report includes recommendations for achieving consistency in reporting methods and for valuing the diverse nature of faculty responsibilities; and

WHEREAS, Questions remain concerning a number of aspects of workload reporting (i.e., how to report service, how best to report the work associated with the writing requirement, changes from C to Z factors, college specific issues, relationship to SFR calculations and budget issues); now, therefore, be it

RESOLVED, That the Academic Senate of CSUSM endorse the report of the Workload Task Force; and be it further

RESOLVED, That the Academic Senate of CSUSM endorse the AALC/EC decision to form a joint Next Steps Task Force to make recommendations concerning the unresolved aspects enumerated above as well as other comments received by the joint task force, to make a recommendation regarding implementation for AY 2011/12, and to submit its recommendations to the AALC and EC by November 30, 2010; and be it further

RESOLVED, That the Academic Senate of CSUSM express its appreciation to the Workload Task Force for a job well done.

The Faculty Center & Academic Technology present the 2010 Spring Digital Showcase April 27th

11:00 to 11:25 a.m.	11:30 to 11:55 a.m.	12:30 to 1:00 p.m.

Track One - Teaching with Cougar Courses: Pilot faculty share their experiences
Kellogg 2413 (Faculty Center Conference Room)

Using Wikis to Increase Active Learning

Wayne Neu, CoBA

This session discusses a semester-long exercise during which students develop a wiki site that integrates written content, illustrations, and links to supplemental content on the Web. In essence, students act as authors of an electronic "book," taking an active role in developing their understanding of course content.

Using Forums for F2F and Online Courses

Laura Makey, CoAS

Forums are an important resource for both F2F and fully online courses. How they are used depends on the structure and focus of the course website. This presentation will review how forums are being used in Cougar Courses for F2F and online sections of the same course.

Collecting and Grading Electronic Assignments

Camille Schuster, CoBA

Health issues, travel schedule, and organization issues converged to create good reasons for experimenting with electronic assignments. This session will share the assignments created for Cougar Courses and address some of the benefits and constraints of the process.

Track Two - Using Technology Tools in your Courses
Kellogg 2416 (Multimedia Presentation Room)

Teaching with a Tablet PC

Eun Kang, CoBA

Free your students from note taking and allow them to concentrate on your lecture. I will discuss how I use PowerPoint slides and an electronic pen to write on the slides, save and send them to students after class so that students can focus on lecture rather than writing during class.

Tablet PCs: Applications in lecture and lab

Ed Price, CoAS

Tablet PCs provide a way for instructors to add digital ink to a lecture in progress, thereby combining the spontaneity and natural pacing of writing on the board with the archival and multimedia features of computer-based presentation. I will describe a Tablet PC-based application called Ubiquitous Presenter that allows instructors to annotate prepared slides, automatically archives the slides on the web, and even provides a mechanism for students to electronically make submissions in class.

Creating Student Video Projects

Jeff Heil, COE

Are you interested in incorporating video projects in a course, but lack the time or resources to learn? In this session you will see some examples of student video projects and discuss ways to incorporate video projects into any course. Resources will be shared.

Lunch - Noon to 12:25PM — Faculty Center Patio

Track Three - Learning to Teach Online: Tools, techniques, and straight talk
Kellogg 2400 (Conference Area in Faculty Center)

Communicating Online in Real Time

Pearl Ly and Allison Carr, Library

Do you write long, detailed emails answering student questions or leave assignment comments on WebCT/Cougar Courses? Do you want to communicate with your students online in real-time? Enhance your online communication with students with instant messaging using free and easy-to-use software!

Teaching Online: Surprises and rewards

Leslie Mauerman, COE, & Kathy Shellhammer, CoAS

An instructor with years of online experience and an instructor with semesters of online experience share the surprises and rewards of teaching online. Techniques will be shown, which ensure full participation, community building, and help students to be successful online learners.

12 Weeks Into an Online Course: Reflections by an economist

Roger Arnold, CoAS

I was apprehensive when I first started teaching online -- Would the students get much out of an online course in economics? Would the grades in an online course be lower than in an in-class course? After 12 weeks of teaching online, I am convinced that there are some online and hybrid courses that offer a superior method of instruction to the in-class experience.

Please register at http://courses.csusm.edu/resources/dsreg.htm