

**Report of the UC San Diego Senate-Administration  
Advisory Group for the Information Literacy Theme  
July 2009**

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**From:** AVC Sawrey

**Sent:** Friday, October 03, 2008 10:48 AM

**To:** 'crf@ucsd.edu'; 'gwienhausen@ucsd.edu'; 'cbagwell@ucsd.edu'; 'fberman@ucsd.edu'; 'bgrinstein@ucsd.edu'; 'bgriswold@ucsd.edu'; 'gheyman@ucsd.edu'; 'jhollan@ucsd.edu'; 'mtherbst@ucsd.edu'; 'gkester@ucsd.edu'; 'sushepherd@ucsd.edu'; 'sllewellynsmith@ucsd.edu'; 'ctu@ucsd.edu'; 'jwhitman@ucsd.edu'; 'jstascavage@ucsd.edu'

**Cc:** SVC Academic Affairs; 'mappelbaum@ucsd.edu'; 'sadler@ucsd.edu'; 'jbetts@ucsd.edu'; 'scox@ucsd.edu'; 'rcovell@ucsd.edu'; 'rkluender@ucsd.edu'; 'mthiemens@ucsd.edu'; 'ischeffler@ucsd.edu'; Horstmann, Bonnie; 'kbelles@ucsd.edu'; 'msidney@ucsd.edu'; Reeves, Daniel; 'pvaliton@ucsd.edu'

**Subject:** Information Literacy Advisory Group-WASC Accreditation

OFFICE OF THE ASSOCIATE VICE CHANCELLOR  
UNDERGRADUATE EDUCATION

UC SAN DIEGO LIBRARIES

October 3, 2008

Ms. Catherine Friedman, Associate University Librarian (UC San Diego Libraries), Co-Chair  
Associate Dean Gabriele Wienhausen (Biological Sciences), Co-Chair  
Ms. Christine Bagwell, Manager (Instructional Web Development Center)  
Director Francine Berman (San Diego Supercomputer Center)  
Professor Benjamin Grinstein (Physics)  
Professor William Griswold (CSE)  
Director Matthew Herbst (MMW Program, Eleanor Roosevelt College)  
Professor Gail Heyman (Psychology)  
Professor James Hollan (Cognitive Science)  
Professor Grant Kester (Visual Arts)  
Ms. Susan Shepherd, Associate Librarian (UC San Diego Libraries)  
Professor Stefan Llewellyn Smith (MAE)  
Dean James Stascavage (Student Affairs, Sixth College)  
Associate Dean Charles Tu (Jacobs School of Engineering)  
Mr. Jonathan Whitman, Director (Information Technology, The Colleges)

**Subject:** Senate-Administration Advisory Group for the Information Literacy Theme,  
WASC Accreditation Reaffirmation Review

Dear Colleagues:

Thank you for agreeing to serve as members of the Advisory Group for the Information Literacy Theme for UCSD's accreditation reaffirmation review by the Western Association of Schools and Colleges (WASC). We especially appreciate that Gabriele Wienhausen and Catherine Friedman have agreed to co-chair this advisory group.

The Senate-Administration Advisory Committee for WASC Accreditation, which has guided the accreditation process since its formation in 2004, selected four themes as the focus of UCSD's reaffirmation review. One of these themes, Information Literacy, considers the growth in the quantity

and forms of electronic information over the last decade, the roles electronic information plays in student learning, and the use of electronic information in the instructional setting. With a focus on student learning outcomes and how students are trained at UCSD to critically evaluate electronic resources, the inquiry will emphasize four primary issues:

1. the development and management of various academic “e-stores” (electronic materials such as books, journals, images, audio, maps, and primary source data sets);
2. the skills needed to critically evaluate information assembled in such stores, understand its context, and utilize and apply the information;
3. the development of students’ understanding that they are not only consumers of electronic information, but contributors and creators as well;
4. class and learning management systems for maximizing the efficient and effective use of such information resources in instructional settings.

The Advisory Group for the Information Literacy theme is charged to develop a written report with recommendations for how the campus should leverage and develop its investments in this arena. These recommendations will, in turn, serve as the basis for the development of an action plan. UCSD’s WASC review team has suggested that our study of this topic should include an exploration of how other educational institutions and organizations have defined and approached the broader concept of information technology literacy and, as appropriate, what strategies and/or best practices they have identified for promulgating the concept in the higher education setting.

We are currently preparing for the final stage of the WASC review process, the *Educational Effectiveness Review*, which will be conducted via a site visit in October, 2009. The report for that review must be submitted to WASC by July 22, 2009. We are aiming to complete the report by June 1, in order to allow ample time for vetting the report and assembling the appendices and numerous datasets that must accompany our submission. We, therefore, ask that the report of your findings and recommendations be completed by mid-May 2009, even if you still have ideas you would like to pursue beyond what we need for WASC at this point in time.

You will soon be contacted about your availability for meetings during fall quarter. We anticipate that the advisory group will meet roughly once a month throughout the academic year, and the co-chairs have indicated that they will aim to conduct as much business as possible via e-mail.

We look forward to meeting with you in early fall to discuss the advisory group’s charge in more detail. Again, thank you for agreeing to participate in this important endeavor.

Sincerely,

Barbara A. Sawrey  
Associate Vice Chancellor  
Undergraduate Education/Accreditation Liaison Officer

and

Brian E. C. Schottlaender  
The Audrey Geisel University Librarian

# Information Literacy Theme - Faculty Survey

## Information Advisory Group on the Information Literacy Theme - Faculty Survey...

This survey, produced by the Advisory Group on the Information Literacy Theme, co-chaired by Catherine Friedman and Gabriele Wienhausen, is intended for all UC San Diego faculty.

Please take a moment to skim through the survey before you begin to respond. You'll see that the survey really can be completed in 10 minutes and – most importantly – you will find that previewing all of the questions makes it easier to answer individual questions.

If you are interrupted before completing the survey, you may exit the survey and click the link again later to finish. Please click "Done" when you're finished.

We want to stress how important your responses are to the Advisory Group's work and that your input will directly inform the recommendations that are made.

Please complete your survey by WEDNESDAY, JANUARY 28, in order for your feedback to be included. The Advisory Group appreciates your input and thanks you for your time.

### 1. Do you have course websites?

Yes

No

If no, please elaborate on why not. (Then you could skim questions 1-4, which pertain to course websites, and go on to Question 5.)

If Yes, please respond to the following questions.

#### What kinds of websites are they? (check all that apply)

Static HTML (may include images, video, audio (e.g. podcast links), etc.)

Wiki

Learning Management System (WebCT)

#### Who developed the websites? (check all that apply)

Yourself

Teaching assistant/Staff Assistant

Other (please specify)

## Information Literacy Theme - Faculty Survey

What information do you post on your websites? (check all that apply)

- Material created by students
- Material available on the Internet
- Primarily textual material you have created (e.g. syllabus)
- PowerPoint presentation of lecture (either as original or as PDF)
- Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.) you have created
- Discussion group/ mailing list
- Material made available through the UCSD Libraries
- Other (please specify)

If you post material created by students, please indicate type below.

- Primarily textual
- Non-textual (data sets, images, video, audio, multimedia, etc.)

If you post material available on the Internet, please check source(s) below. (check all that apply)

- Links to video sites like YouTube
- Links to general resources, e.g., Wikipedia, Library of Congress
- Links to individual pages/concrete pieces
- Material copied from other sites
- Other (please specify)

If you post material made available through the UCSD Libraries, please indicate type below. (check all that apply)

- Textual
- Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.)
- Library e-reserve material

## Information Literacy Theme - Faculty Survey

Please list any issues/problems related to posting materials on your website.

2. Do you use class and/or learning management systems for any of your courses?

Yes

No

If No, please comment on why you don't use these and/or obstacles to using these.

If Yes, please answer the following questions:

Which one do you use?

Briefly describe the Learning Management System functions you use.

Please comment on the ease of use, reliability, why you use some functions and not others, etc.

3. Do you ask students to post applicable material to your course websites?

No

Yes

# Information Literacy Theme - Faculty Survey

If yes, please check all that apply:

- Non-textual content (e.g. datasets, images, video, audio, etc.) made available through the UCSD Libraries
- Non-textual content (e.g. datasets, images, video, audio, , etc.) available on the Internet
- Non-textual content (e.g. datasets, images, video, audio, etc.) they have created
- Textual material made available through the UCSD Libraries
- Textual material available on the Internet
- Textual material they have created

Please list any issues/problems related to students posting material to your course websites.

4. Do you teach students how to post these materials?

- Yes
- No

If Yes, how do you do this?

If No, how do students know or learn to do this?

5. Do you access the web (live access) while you are teaching (in support of your teaching)?

- No
- Yes

## Information Literacy Theme - Faculty Survey

If Yes, what do you access while using the Web while teaching? (check all that apply)

- Video
- Lecture notes/PowerPoint slides
- Audio
- Web applications such as online learning resources, BLAST, ARTstor, etc.
- Images
- Current news pages
- Datasets
- Other (please specify)

Please list any issues/problems related to your using resources available via the web to support teaching in your courses.

6. Do you ask students to submit assignments electronically?

- Yes
- No

If No, please comment on reasons for not doing this.

If yes, please respond to the following questions.



# Information Literacy Theme - Faculty Survey

Which method is used? (check all that apply)

- Email and email attachments
- WebCT/Blackboard
- Wiki
- Sharepoint
- Turnitin (with or without paper copy)
- Other (please specify)

Do you teach students how to submit assignments electronically?

- Yes
- No

If yes, how do you do this?

If no, how do students know or learn how to do this?

7. Do you ask students to produce digital material for course-related assignments?

- No
- Yes

If Yes, please describe:

## Information Literacy Theme - Faculty Survey

8. Do you ask students to use material available on the Internet for course-related activities (beyond the material available on the course website)?

No

Yes

If No, please comment on reasons for not doing this:

If yes, please check all that apply:

Web applications such as: on-line learning resources BLAST, FLASH, ARTstor, etc.

Textual material

Web resources such as: Wikipedia, Library of Congress, on-line news sites, etc.

Audio

Video

Multimedia

Datasets

Images

Other (please specify)

9. Do you teach students how to efficiently locate and effectively use material available on the Internet for course-related activities?

Yes

No

If Yes, how do you do this?

## Information Literacy Theme - Faculty Survey

If No, how do students know or learn how to do this?

10. Do you ask students to use material available via the Libraries' e-reserve services?

No

Yes

If Yes, do you teach students how to use the e-reserve services?

No

Yes

If you teach students how to use e-reserve services, how do you do this?

If you do not teach students how to use e-reserve services, how do they know or learn how to do this?

Please list any issues/problems related to your asking students to use material available via this service:

# Information Literacy Theme - Faculty Survey

11. Do you discuss and/or provide guidance to students for:

	Yes	No
Evaluation of the credibility, authenticity, and/or reliability of Internet resources	<input type="radio"/>	<input type="radio"/>
Ethical use of data/resources available on the Internet	<input type="radio"/>	<input type="radio"/>
Copyright and/or fair use issues related to use of materials available on the Internet	<input type="radio"/>	<input type="radio"/>
Copyright issues related to students' own postings	<input type="radio"/>	<input type="radio"/>
Internet privacy issues and practices	<input type="radio"/>	<input type="radio"/>
Internet security issues	<input type="radio"/>	<input type="radio"/>
Social network etiquette	<input type="radio"/>	<input type="radio"/>
Citation styles and the purpose of adequate citation	<input type="radio"/>	<input type="radio"/>
The political and economic aspects of information and its societal impacts	<input type="radio"/>	<input type="radio"/>

- If you said NO to any of the above categories, please comment on reasons for not doing this.

# Information Literacy Theme - Faculty Survey

If you said Yes to any of the above categories, please note how you do this.

	Special lecture	Workshop	Discussion sections	Embedded in Lecture	Invited Lecture by Library Staff	Other
Evaluation of the credibility, authenticity, and/or reliability of Internet resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical use of data/resources available on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copyright and/or fair use issues related to use of materials available on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copyright issues related to students' own postings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet privacy issues and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet security issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social network etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citation styles and the purpose of adequate citation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The political and economic aspects of information and its societal impacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked Other for "Evaluation of the credibility, authenticity, and/or reliability of Internet resources," please describe below:

If you checked Other for "Ethical use of data/resources available on the Internet," please describe below:

If you checked Other for "Copyright and/or fair use issues related to use of materials available on the Internet," please describe below:

## Information Literacy Theme - Faculty Survey

If you checked Other for "Copyright issues related to students' own postings," please describe below:

If you checked Other for "Internet privacy issues and practices," please describe below:

If you checked Other for "Internet security issues," please describe below:

If you checked Other for "Social network etiquette," please describe below:

If you checked Other for "Citation styles and the purpose of adequate citation," please describe below:

If you checked Other for "The political and economic aspects of information and its societal impacts," please describe below:

12. How do you communicate with your students? (check all that apply)

Course website tools (discussion boards, chat/IM, email, Tritonlink)

Wiki

Social networking sites (e.g. Facebook)

Email

Other (please specify)

## Information Literacy Theme - Faculty Survey

13. Are you deliberately teaching skills that develop students' understanding that they are not only consumers of electronic information, but contributors and creators as well?

Yes

No

If No, please comment on the reasons for not doing this:

If Yes, please reply to the following questions.

Please define the specific skill(s) you are trying to teach.

How do you teach these skills? (check all that apply)

Special workshops

Special courses

Embedded in an existing course

Other - please describe

Please comment on ways you teach these of these skills in the formats checked above. If willing, please send [gwienhausen@ucsd.edu](mailto:gwienhausen@ucsd.edu) a copy of any syllabi.

## Information Literacy Theme - Faculty Survey

14. Are you aware of anyone elsewhere doing something of interest in any of these areas? Although this questionnaire is focusing on the internal, we want to hear of anything innovative going on external to UCSD and take note of it.

15. How many years have you been at UCSD?

16. What is your Division, College or unit?

17. If you are willing to be contacted for follow-up about information related to the committee's work, please provide your name and email address.

THANK YOU FOR COMPLETING THIS SURVEY.



# Information Literacy Theme - Winter Quarter Instructors

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Please complete your survey by WEDNESDAY, FEBRUARY 4, in order for your feedback to be included. The Advisory Group appreciates your input and thanks you for your time.

### 1. Do you have course websites?

Yes

No

If no, please elaborate on why not. (Then you could skim questions 1-4, which pertain to course websites, and go on to Question 5.)

If Yes, please respond to the following questions.

#### What kinds of websites are they? (check all that apply)

- Learning Management System (WebCT)
- Static HTML (may include images, video, audio (e.g. podcast links), etc.)
- Wiki

#### Who developed the websites? (check all that apply)

- Yourself
- Teaching assistant/Staff Assistant
- Other (please specify)

## Information Literacy Theme - Winter Quarter Instructors

What information do you post on your websites? (check all that apply)

- Material created by students
- Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.) you have created
- PowerPoint presentation of lecture (either as original or as PDF)
- Material available on the Internet
- Primarily textual material you have created (e.g. syllabus)
- Material made available through the UCSD Libraries
- Discussion group/ mailing list
- Other (please specify)

If you post material created by students, please indicate type below.

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If you post material available on the Internet, please check source(s) below. (check all that apply)

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- Links to video sites like YouTube
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If you post material made available through the UCSD Libraries, please indicate type below. (check all that apply)

- Textual
- Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.)
- Library e-reserve material

## Information Literacy Theme - Winter Quarter Instructors

Please list any issues/problems related to posting materials on your website.

2. Do you use class and/or learning management systems for any of your courses?

Yes

No

If No, please comment on why you don't use these and/or obstacles to using these.

If Yes, please answer the following questions:

Which one do you use?

Briefly describe the Learning Management System functions you use.

Please comment on the ease of use, reliability, why you use some functions and not others, etc.

3. Do you ask students to post applicable material to your course websites?

No

Yes

# Information Literacy Theme - Winter Quarter Instructors

If yes, please check all that apply:

- Non-textual content (e.g. datasets, images, video, audio, etc.) they have created
- Textual material available on the Internet
- Non-textual content (e.g. datasets, images, video, audio, etc.) made available through the UCSD Libraries
- Non-textual content (e.g. datasets, images, video, audio, , etc.) available on the Internet
- Textual material made available through the UCSD Libraries
- Textual material they have created

Please list any issues/problems related to students posting material to your course websites.

4. Do you teach students how to post these materials?

- Yes
- No

If Yes, how do you do this?

If No, how do students know or learn to do this?

5. Do you access the web (live access) while you are teaching (in support of your teaching)?

- No
- Yes

## Information Literacy Theme - Winter Quarter Instructors

If Yes, what do you access while using the Web while teaching? (check all that apply)

- Datasets
- Web applications such as online learning resources, BLAST, ARTstor, etc.
- Images
- Video
- Audio
- Current news pages
- Lecture notes/PowerPoint slides
- Other (please specify)

Please list any issues/problems related to your using resources available via the web to support teaching in your courses.

6. Do you ask students to submit assignments electronically?

- Yes
- No

If No, please comment on reasons for not doing this.

If yes, please respond to the following questions.

# Information Literacy Theme - Winter Quarter Instructors

Which method is used? (check all that apply)

- Email and email attachments
- WebCT/Blackboard
- Wiki
- Sharepoint
- Turnitin (with or without paper copy)
- Other (please specify)

Do you teach students how to submit assignments electronically?

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If yes, how do you do this?

If no, how do students know or learn how to do this?

7. Do you ask students to produce digital material for course-related assignments?

- No
- Yes

If Yes, please describe:

## Information Literacy Theme - Winter Quarter Instructors

8. Do you ask students to use material available on the Internet for course-related activities (beyond the material available on the course website)?

No

Yes

If No, please comment on reasons for not doing this:

If yes, please check all that apply:

- Web resources such as: Wikipedia, Library of Congress, on-line news sites, etc.
- Web applications such as: on-line learning resources BLAST, FLASH, ARTstor, etc.
- Audio
- Video
- Multimedia
- Images
- Textual material
- Datasets
- Other (please specify)

9. Do you teach students how to efficiently locate and effectively use material available on the Internet for course-related activities?

Yes

No

If Yes, how do you do this?

## Information Literacy Theme - Winter Quarter Instructors

If No, how do students know or learn how to do this?

10. Do you ask students to use material available via the Libraries' e-reserve services?

No

Yes

If Yes, do you teach students how to use the e-reserve services?

No

Yes

If you teach students how to use e-reserve services, how do you do this?

If you do not teach students how to use e-reserve services, how do they know or learn how to do this?

Please list any issues/problems related to your asking students to use material available via this service:



## Information Literacy Theme - Winter Quarter Instructors

11. Do you discuss and/or provide guidance to students for:

	Yes	No
Evaluation of the credibility, authenticity, and/or reliability of Internet resources	<input type="radio"/>	<input type="radio"/>
Ethical use of data/resources available on the Internet	<input type="radio"/>	<input type="radio"/>
Copyright and/or fair use issues related to use of materials available on the Internet	<input type="radio"/>	<input type="radio"/>
Copyright issues related to students' own postings	<input type="radio"/>	<input type="radio"/>
Internet privacy issues and practices	<input type="radio"/>	<input type="radio"/>
Internet security issues	<input type="radio"/>	<input type="radio"/>
Social network etiquette	<input type="radio"/>	<input type="radio"/>
Citation styles and the purpose of adequate citation	<input type="radio"/>	<input type="radio"/>
The political and economic aspects of information and its societal impacts	<input type="radio"/>	<input type="radio"/>

- If you said NO to any of the above categories, please comment on reasons for not doing this.

# Information Literacy Theme - Winter Quarter Instructors

If you said Yes to any of the above categories, please note how you do this.

	Special lecture	Workshop	Discussion sections	Embedded in Lecture	Invited Lecture by Library Staff	Other
Evaluation of the credibility, authenticity, and/or reliability of Internet resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The political and economic aspects of information and its societal impacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked Other for "Evaluation of the credibility, authenticity, and/or reliability of Internet resources," please describe below:

If you checked Other for "Ethical use of data/resources available on the Internet," please describe below:

If you checked Other for "Copyright and/or fair use issues related to use of materials available on the Internet," please describe below:

## Information Literacy Theme - Winter Quarter Instructors

If you checked Other for "Copyright issues related to students' own postings," please describe below:

If you checked Other for "Internet privacy issues and practices," please describe below:

If you checked Other for "Internet security issues," please describe below:

If you checked Other for "Social network etiquette," please describe below:

If you checked Other for "Citation styles and the purpose of adequate citation," please describe below:

If you checked Other for "The political and economic aspects of information and its societal impacts," please describe below:

12. How do you communicate with your students? (check all that apply)

- Social networking sites (e.g. Facebook)
- Course website tools (discussion boards, chat/IM, email, Tritonlink)
- Email
- Wiki
- Other (please specify)

## Information Literacy Theme - Winter Quarter Instructors

13. Are you deliberately teaching skills that develop students' understanding that they are not only consumers of electronic information, but contributors and creators as well?

Yes

No

If No, please comment on the reasons for not doing this:

If Yes, please reply to the following questions.

Please define the specific skill(s) you are trying to teach.

How do you teach these skills? (check all that apply)

Special workshops

Special courses

Embedded in an existing course

Other - please describe

Please comment on ways you teach these of these skills in the formats checked above. If willing, please send [gwienhausen@ucsd.edu](mailto:gwienhausen@ucsd.edu) a copy of any syllabi.

## Information Literacy Theme - Winter Quarter Instructors

14. Are you aware of anyone elsewhere doing something of interest in any of these areas? Although this questionnaire is focusing on the internal, we want to hear of anything innovative going on external to UCSD and take note of it.

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16. What is your Division, College or unit?

17. If you are willing to be contacted for follow-up about information related to the committee's work, please provide your name and email address.

THANK YOU FOR COMPLETING THIS SURVEY.

# Information Literacy Theme - Library Staff

## Information Advisory Group on the Information Literacy Theme - Library Staf...

This survey, produced by the Advisory Group on the Information Literacy Theme, co-chaired by Catherine Friedman and Gabriele Wienhausen, is intended for all UC San Diego library staff that engage in instructional activities.

Please take a moment to skim through the survey before you begin to respond. You'll see that the survey really can be completed in 15 minutes and – most importantly – you will find that previewing all of the questions makes it easier to answer individual questions.

If you are interrupted before completing the survey, you may click the "Done" button to save your work before exiting the survey. Then you may click the link again later to finish or edit the survey. Please click "Done" again to save changes before exiting the survey.

We want to stress how important your responses are to the Advisory Group's work and that your input will directly inform the recommendations that are made.

Please complete your survey by TUESDAY, JUNE 30, 2009 in order for your feedback to be included. The Advisory Group appreciates your input and thanks you for your time.

1. Do you develop unique websites or online course guides for instructional sessions or workshops you teach?

Yes

No (If No, please skip to Question 7.)

2. Who developed the websites/online course guides?

Yourself

Other (please specify)

## Information Literacy Theme - Library Staff

3. What kinds of websites or online course guides are they? (check all that apply)

Static HTML (may include images, video, audio (e.g. podcast links), etc.)

Interactive website

Wiki

Tutorial

Page within a Learning Management System (WebCT)

Other (please specify)

4. Do you post content to these websites/online course guides?

Yes

No

If No, please comment on your reasons for not doing this.

# Information Literacy Theme - Library Staff

If Yes, please check all that apply.

- A presentation of your lecture(s) (as text, PDF, etc.)
- Textual material you have created
- Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.) you have created
- Material created by students
- Textual material taken from resources licensed by the UCSD Libraries
- Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.) taken from resources licensed by the UCSD Libraries
- Textual material taken from resources available on the open Internet
- Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.) taken from resources available on the open Internet
- Links to resources or content licensed by the UCSD Libraries
- Links to resources or content found on the open Internet
- Other (please specify)

Please list any issues/problems related to posting these materials on your websites.

5. Do you ask students to post applicable material to these websites?

- Yes
- No

If No, please comment on reasons for not doing this.

If Yes, please specify.



## Information Literacy Theme - Library Staff

Please list any issues/problems related to students posting material to your course websites.

6. Do you teach students how to post these materials?

Yes

No

If Yes, how do you do this?

If No, how do students know or learn to do this?

7. Do you access the web (live access) while you are teaching (in support of your teaching)?

Yes

No

If No, please comment on reasons for not doing this.

Please list any issues/problems related to your use of the web when you teach.

## Information Literacy Theme - Library Staff

8. Do you use resources available via the OPEN WEB in your instructional sessions/workshops?

Yes

No

If No, please comment on reasons for not doing this.

If Yes, please check all that apply.

- General resources, e.g. Wikipedia, Library of Congress
- Indexing and abstracting databases
- Fulltext databases
- Databases with non-textual content (e.g. datasets, images, audio, multimedia, etc.)
- Individual pages/concrete pieces
- Video sites like YouTube
- Material copied from other sites
- Other - please describe

Please list any issues/problems related to your using resources available via the open web to support teaching in your sessions.

9. Do you use resources made available via the UCSD Libraries in your instructional sessions/workshops?

Yes

No

If No, please comment on reasons for not doing this.

# Information Literacy Theme - Library Staff

If Yes, please check all that apply.

- General resources, e.g. Oxford Reference Online, Gallup Brain
- Indexing and abstracting databases
- Fulltext databases
- Databases with non-textual content (e.g. datasets, images, video, audio, multimedia, etc.)
- Individual pages/concrete pieces
- Material available via e-reserve services
- Material copied from these resources
- Other - please describe

Please list any issues/problems related to your using resources made available via the UCSD Libraries for your instructional sessions/workshops.

10. Please list or describe any web applications (e.g. podcasting) you use for your instructional sessions/workshops:

11. Do you ask students to use material available on the open Internet for instructional session/workshop assignments?

- Yes
- No

If No, please comment on reasons for not doing this.

# Information Literacy Theme - Library Staff

If Yes, please check all that apply.

- General resources, e.g. Wikipedia, Library of Congress
- Indexing and abstracting databases
- Fulltext databases
- Databases with non-textual content (e.g. datasets, images, audio, multimedia, etc.)
- Individual pages/concrete pieces
- Video sites like YouTube
- Material copied from other sites
- Other - please describe

Please list any issues/problems related to asking students to use these resources.

12. Do you ask students to use material available via the UCSD Libraries for instructional session/workshop assignments?

- Yes
- No

If No, please comment on reasons for not doing this.

## Information Literacy Theme - Library Staff

If Yes, please check all that apply.

- General resources, e.g. Oxford Reference Online, Gallup Brain
- Indexing and abstracting databases
- Fulltext databases
- Databases with non-textual content (e.g. datasets, images, video, audio, multimedia, etc.)
- Individual pages/concrete pieces
- Material available via e-reserve services
- Material copied from these resources
- Other - please describe

Please list any issues/problems related to asking students to use resources made available via the UCSD Libraries for instructional sessions/workshops.

13. Do you ask students to use material available via the Libraries' e-reserve services during or after instructional sessions/workshops?

- Yes
- No

If No, how do students know or learn how to do this?

If Yes, what kinds of materials and how do you teach students to use the e-reserve services?

## Information Literacy Theme - Library Staff

Please list any issues/problems related to your asking students to use material available via this service.

14. How do you communicate with students during or after instructional sessions/workshops? (check all that apply)

Tools imbedded in course website or guide

Email

Chat/IM

Social networking sites (e.g. Facebook)

Wiki

Other (please specify)

15. Do you ask students to submit assignments electronically?

Yes

No

If No, please comment on reasons for not doing this.

If Yes, which method do you ask them to use? (check all that apply)

Email and email attachments

WebCT/Blackboard

Wiki

Turnitin (with or without paper copy)

Other (please specify)

## Information Literacy Theme - Library Staff

16. Do you teach students how to submit assignments electronically?

Yes

No

If Yes, how do you do this?

If No, how do students know or learn how to do this?

17. Do you teach students how to efficiently locate and effectively use material available on the Internet for course-related activities?

Yes

No

If No, how do students know or learn how to do this?

If Yes, how do you do this? (check all that apply)

- Invited lecture during class time
- Invited lecture outside of class time
- Library-initiated workshop
- Course co-taught with faculty
- On-line instruction (e.g., tutorial, static web guide)?
- One-to-one at service desk within a library
- One-to-one on-line assistance
- Other (please specify)

## Information Literacy Theme - Library Staff

18. In your instructional activities, do you discuss and/or provide guidance to students for:

	Yes	No
1. Evaluation of the credibility, authenticity, and/or reliability of Internet sources	<input type="radio"/>	<input type="radio"/>
2. Ethical use of data/resources available on the Internet	<input type="radio"/>	<input type="radio"/>
3. Copyright and/or fair use issues related to use of materials available on the Internet	<input type="radio"/>	<input type="radio"/>
4. Copyright issues related to students' own postings	<input type="radio"/>	<input type="radio"/>
5. Internet privacy issues and practices	<input type="radio"/>	<input type="radio"/>
6. Internet security issues	<input type="radio"/>	<input type="radio"/>
7. Social network etiquette	<input type="radio"/>	<input type="radio"/>
8. Citation styles and the purpose of adequate citation	<input type="radio"/>	<input type="radio"/>
9. The political and economic aspects of information and its societal impacts	<input type="radio"/>	<input type="radio"/>

19. If you said No to any of the above categories, please comment on reasons for not doing this.



# Information Literacy Theme - Library Staff

20. If you said Yes to any of the above categories, please note how you do this.

	Invited lecture during class time	Invited lecture outside of class time	Library-initiated workshop	Course co-taught with faculty	On-line instruction (e.g., tutorial, static web guide)?	One-to-one at service desk within a library	One-to-one on-line assistance	Other
1. Evaluation of the credibility, authenticity, and/or reliability of Internet sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ethical use of data/resources available on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Copyright and/or fair use issues related to use of materials available on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Copyright issues related to students' own postings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Internet privacy issues and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Internet security issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Social network etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Citation styles and the purpose of adequate citation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The political and economic aspects of information and its societal impacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. If you checked Other for "Evaluation of the credibility, authenticity, and/or reliability of Internet resources," please describe below:

22. If you checked Other for "Ethical use of data/resources available on the Internet," please describe below:

## Information Literacy Theme - Library Staff

23. If you checked Other for "Copyright and/or fair use issues related to use of materials available on the Internet," please describe below:

24. If you checked Other for "Copyright issues related to students' own postings," please describe below:

25. If you checked Other for "Internet privacy issues and practices," please describe below:

26. If you checked Other for "Internet security issues," please describe below:

27. If you checked Other for "Social network etiquette," please describe below:

28. If you checked Other for "Citation styles and the purpose of adequate citation," please describe below:

29. If you checked Other for "The political and economic aspects of information and its societal impacts," please describe below:

## Information Literacy Theme - Library Staff

30. If you checked "Invited lecture during class time," "Invited lecture outside of class time," or "Course co-taught with faculty" for any of these activities, please list the courses for which you do this

31. If you checked "Library-initiated workshop" or "On-line instruction" for any of these activities, please briefly describe these.

32. Are you deliberately teaching skills that develop students' understanding that they are not only consumers of electronic information, but contributors and creators as well?

Yes

No

If Yes, please define the specific skill(s) you are trying to teach and how you are doing this.

If No, please comment on reasons for not doing this.

33. Are you aware of anyone elsewhere doing something of significant interest in any of the areas covered by this survey? Although this questionnaire is focusing on the internal, we want to hear of anything innovative going on external to UCSD and take note of it.

34. How many years have you been at UCSD?

## Information Literacy Theme - Library Staff

35. Are there any other comments you would like to make about the topics covered in this survey?

THANK YOU FOR COMPLETING THIS SURVEY.

# Information Literacy Theme - Student Affairs Survey

## Information Advisory Group on the Information Literacy Theme - Student Affa...

This survey, produced by the Advisory Group on the Information Literacy Theme, co-chaired by Catherine Friedman and Gabriele Wienhausen, is intended to gather information from Student Affairs professionals who participate in planning and/or offering programs that develop and hone students' knowledge, skills and attitudes (including ethical issues) within the areas of information literacy/fluency, digital literacy/fluency and digital technologies.

Please take a moment to skim through the survey before you begin to respond. You'll see that the survey really can be completed in 10 minutes and – most importantly – you will find that previewing all of the questions makes it easier to answer individual questions.

If you are interrupted before completing the survey, you may exit the survey and click the link again later to finish. Please click "Done" when you're finished.

Your responses are important to the Advisory Group's work; your input will directly inform the recommendations that are made.

Please complete your survey by TUESDAY, FEBRUARY 17, in order for your feedback to be included. The Advisory Group appreciates your input and thanks you for your time.

### 1. Do you have/use specific websites for your program?

No

Yes

If No, please elaborate on why not. (Then you could skim Question 1 and go on to Question 2.)

If Yes, please respond to the following questions.

#### What kinds of websites are they? (check all that apply)

Standard (with HTML files, images, video, audio, etc.)

Wiki

Other (please specify)

# Information Literacy Theme - Student Affairs Survey

Who developed the websites? (check all that apply)

Yourself

Other (please specify)

Do you post program-related material to these websites?

Yes

No

If No, please comment on reasons for not doing this:

If Yes, what information do you post on your websites? (check all that apply)

Primarily textual material you have created (e.g. syllabus)

PowerPoint version of presentation (either as original or as PDF)

Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.) you have created

Material created by students

Material available on the Internet

Discussion group/ mailing list

Material made available through the UCSD Libraries

Other (please specify)

If you post material created by students, please indicate type below.

Primarily textual

Non-textual (data sets, images, video, audio, multimedia, etc.)

# Information Literacy Theme - Student Affairs Survey

If you post material available on the Internet, please check source(s) below. (check all that apply)

- Links to individual pages/concrete pieces
- Links to video sites like YouTube
- Links to general resources, e.g., Wikipedia, Library of Congress
- Re-hosting, i.e., material copied from other sites
- Other (please specify)

If you post material made available through the UCSD Libraries, please indicate type below. (check all that apply)

- Textual
- Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.)
- Library e-reserve material
- Other (please specify)

Please list any issues/problems related to posting materials on your website.

Do you ask students to post applicable material to your program websites?

- No
- Yes

# Information Literacy Theme - Student Affairs Survey

If yes, please check all that apply:

- Textual material they have created
- Textual material made available through other UCSD units
- Textual material available on the Internet
- Non-textual content (e.g. datasets, images, video, audio, etc.) they have created
- Non-textual content (e.g. datasets, images, video, audio, etc.) made available through other UCSD units
- Non-textual content (e.g. datasets, images, video, audio, etc.) available on the Internet

Please list any issues/problems related to students posting material to your program websites.

Do you teach students how to post these materials?

- Yes
- No

If Yes, how do you do this?

If No, how do students know or learn to do this?

2. Do you use resources available via the web to support your program?

- Yes
- No



# Information Literacy Theme - Student Affairs Survey

If Yes, what resources do you use? (check all that apply)

- Textual material
- Datasets
- Images
- Video
- Audio
- Other (please specify)

Please list any issues/problems related to your using resources available via the web to support your program.

3. Do you use resources made available via the UCSD libraries to support your program?

- Yes
- No

If Yes, please check all that apply:

- Textual material
- Datasets
- Images
- Video
- Audio
- Multimedia
- Other (please specify)

# Information Literacy Theme - Student Affairs Survey

Please list any issues/problems related to your using resources available via UCSD Libraries to support your program.

4. Do you ask students to submit assignments electronically?

Yes

No

If No, please comment on reasons for not doing this.

If Yes, please respond to the following questions.

Which method is used? (check all that apply)

Email and email attachments

Wiki

Sharepoint

Other (please specify)

Do you teach students how to submit assignments electronically?

Yes

No

If Yes, how do you do this?

If No, how do students know or learn how to do this?

## Information Literacy Theme - Student Affairs Survey

5. Do you ask students to use materials available on the Internet for programmatic events and/or activities?

No

Yes

If No, please comment on reasons for not doing this:

If Yes, please check all that apply:

Web resources such as: Wikipedia, Library of Congress, on-line newspapers, etc.

Web applications such as: on-line learning resources BLAST, FLASH, ARTstor, etc.

Textual material

Datasets

Images

Video

Audio

Other (please specify)

6. Do you teach students how to locate and use material available on the Internet for programs and/or activities?

Yes

No

If Yes, how do you do this? (e.g., special lectures, workshops, discussion sections, embedded in lecture, invited lecture by library staff)

If No, how do students know or learn how to do this?

# Information Literacy Theme - Student Affairs Survey

7. Do you discuss and/or provide guidance to students for:

	Yes	No
Ethical use of data/resources available on the Internet	<input type="radio"/>	<input type="radio"/>
Credibility of Internet resources	<input type="radio"/>	<input type="radio"/>
Copyright issues related to use of materials available on the Internet	<input type="radio"/>	<input type="radio"/>
Fair use issues related to use of materials available on the Internet	<input type="radio"/>	<input type="radio"/>
Internet security issues	<input type="radio"/>	<input type="radio"/>
Internet privacy issues	<input type="radio"/>	<input type="radio"/>
Social network etiquette issues	<input type="radio"/>	<input type="radio"/>
Citation styles and the purpose of adequate citation	<input type="radio"/>	<input type="radio"/>

If you said No to any of the above categories, please comment on reasons for not doing this.

If you said Yes to any of these, please comment on reasons for doing this.

# Information Literacy Theme - Student Affairs Survey

If you said Yes to any of the above categories, please note how you do this.

	Special lecture	Workshop	Discussion sections	Embedded in Lecture	Invited Lecture by Library Staff	Other
Ethical use of data/resources available on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credibility of Internet resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Copyright issues related to use of materials available on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair use issues related to use of materials available on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet security issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet privacy issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social network etiquette issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citation styles and the purpose of adequate citation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked Other for "Ethical use of data/resources available on the Internet," please describe below:

If you checked Other for "Credibility of Internet resources," please describe below:

If you checked Other for "Copyright issues related to use of materials available on the Internet," please describe below:

If you checked Other for "Fair use issues related to use of materials available on the Internet," please describe below:

# Information Literacy Theme - Student Affairs Survey

If you checked Other for "Internet security issues," please describe below:

If you checked Other for "Internet privacy issues," please describe below:

If you checked Other for "Social network etiquette," please describe below:

If you checked Other for "Citation styles and the purpose of adequate citation," please describe below:

8. Please list or describe any web applications (e.g. podcasting) you use for your program.

9. Do you use live internet data for any of your programs or activities?

Yes

No

Please list any issues/problems related to your use of live internet data.

# Information Literacy Theme - Student Affairs Survey

10. How do you communicate with students involved in your programs or activities? (check all that apply)

- Discussion lists or forums within websites
- Social networking sites (e.g. Facebook)
- Email
- Course listservs
- Wiki
- Other (please specify)

11. Do you use social networking software (e.g. Facebook) to engage students and build community?

- Yes
- No

If Yes, please list the social networking software you use:

12. Do you use web-based tools to encourage collaboration among students?

- Yes
- No

If Yes, please list these tools:

13. Do you provide students with persistent data storage (i.e., E-Portfolio)?

- Yes
- No

If Yes, please describe what you provide:

## Information Literacy Theme - Student Affairs Survey

14. Are you deliberately teaching skills that develop students' understanding that they are not only consumers of electronic information, but contributors and creators as well?

Yes

No

If No, please comment on reasons for not doing this:

If Yes, please reply to the following questions.

Please define the specific skill(s) you are trying to teach.

How do you teach these skills? (check all that apply)

Special workshops

Other - please describe

Please comment on ways you teach these skills in the formats checked above.

If willing, please send [gwienhausen@ucsd.edu](mailto:gwienhausen@ucsd.edu) a copy of any material.

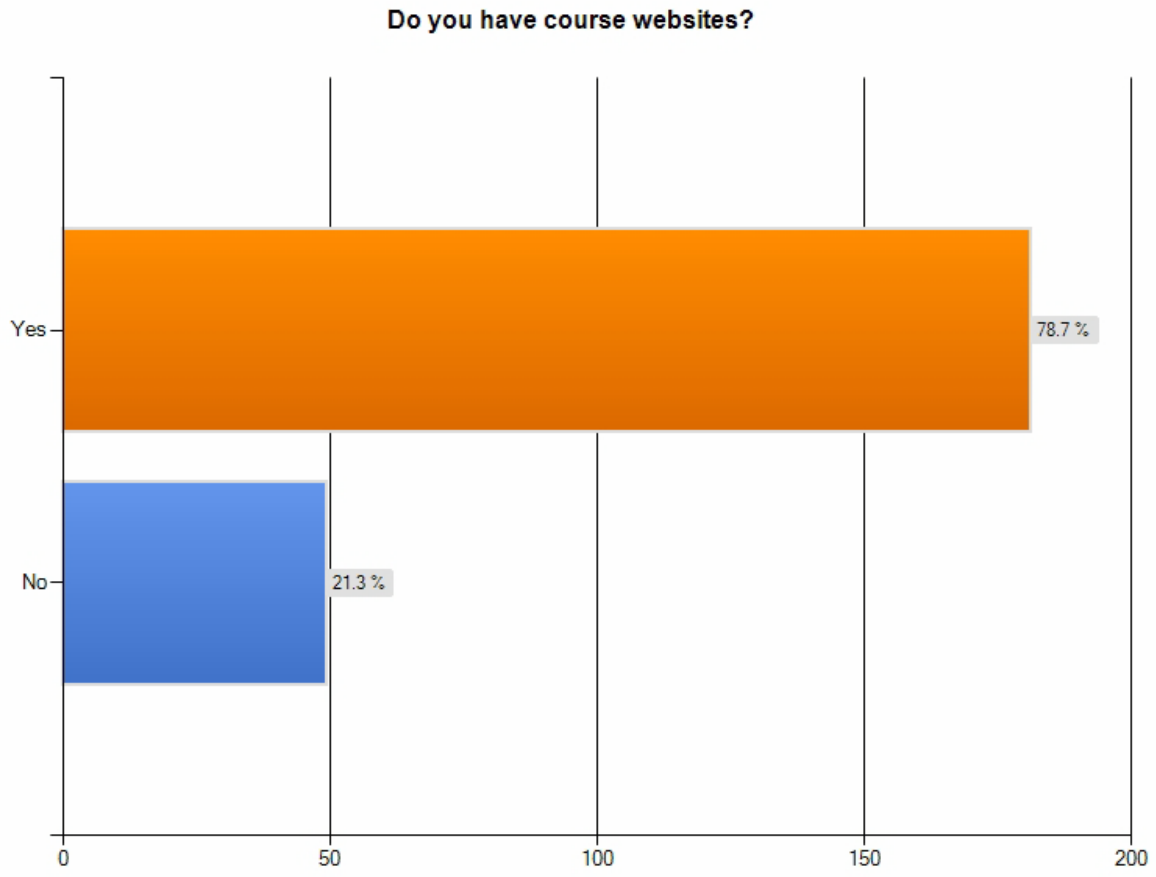
15. Are you aware of anyone elsewhere doing something of interest in any of these areas? Although this questionnaire is focusing on the internal, we want to hear of anything innovative going on external to UCSD and take note of it.



**Division/Department:**

- 1) Do your faculty use course websites?
  - a. Comments:
  - b. What kinds?
  - c. Who develops the sites?
  - d. What info is posted on sites?
- 2) Use LMS?
  - a. Which one?
- 3) Students post to course website?
- 4) Teach students how to post?
  - a. How?
- 5) Do faculty access the web live in class?
- 6) Students submit assignments electronically?
  - a. Students taught how to submit?
- 7) Students asked to use digital material for course assignments?
- 8) Students use material from web for course activities?
- 9) Students taught how to locate and use internet materials for course?
- 10) Students use e-Reserves?
- 11) Following discussed or provide guidance for (how)?
  - a. Evaluation of web resources:
  - b. Ethical use of data:
  - c. Copyright and fair use:
  - d. Copyright of student work:
  - e. Web privacy:
  - f. Web security:
  - g. Netiquette:
  - h. Citation styles:
  - i. Political and economic aspects of info and societal impacts:
- 12) Methods for communicating with students?
  - a. Methods used:
  - b. Comments:
- 13) Deliberately teaching skills for contributors and creators of electronic information?
  - a. Define skills:
  - b. How taught:
- 14) Anyone else we should follow up with?

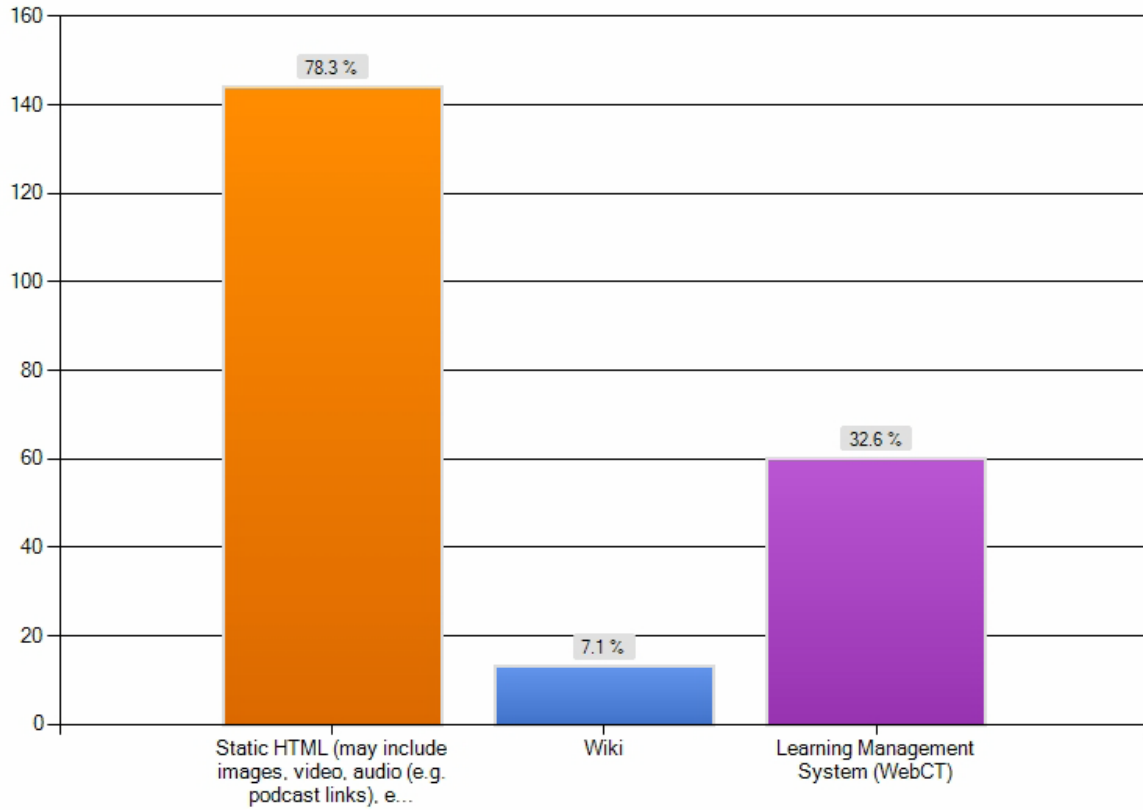
**Academic Senate Faculty Survey – Question 1**  
*Winter Quarter 2009*



## Academic Senate Faculty Survey – Question 2

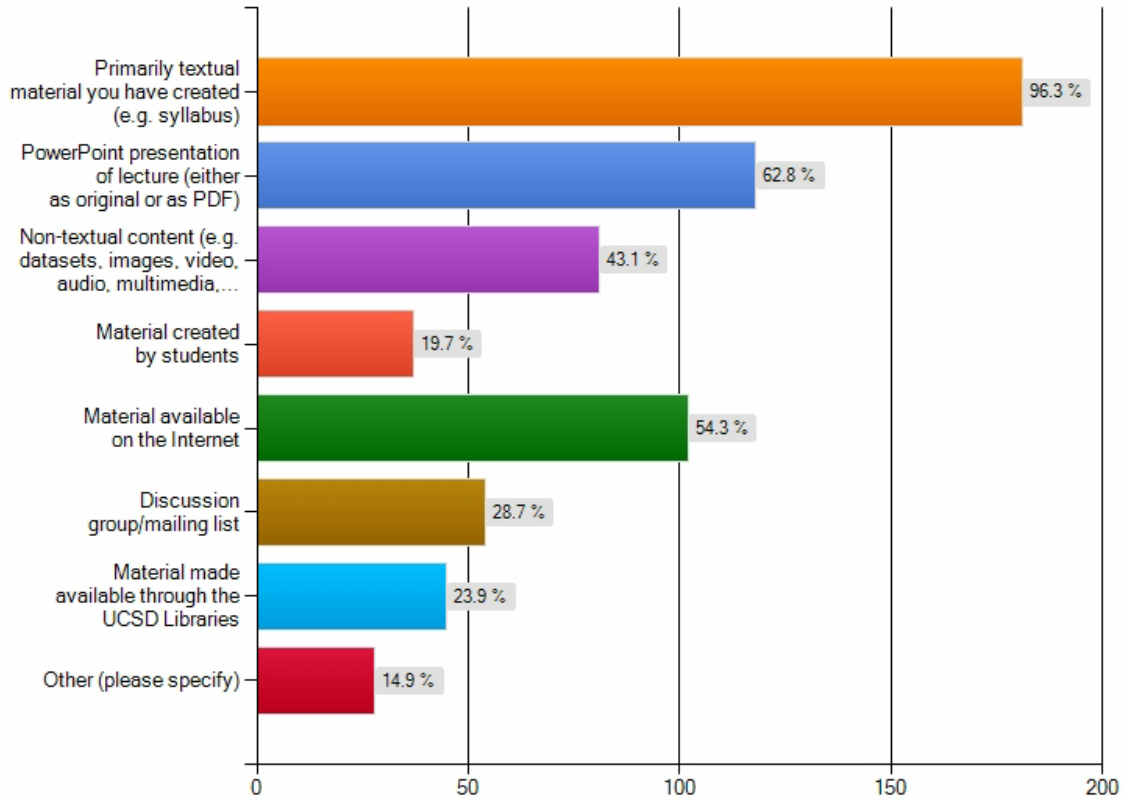
Winter Quarter 2009

What kinds of websites are they? (check all that apply)



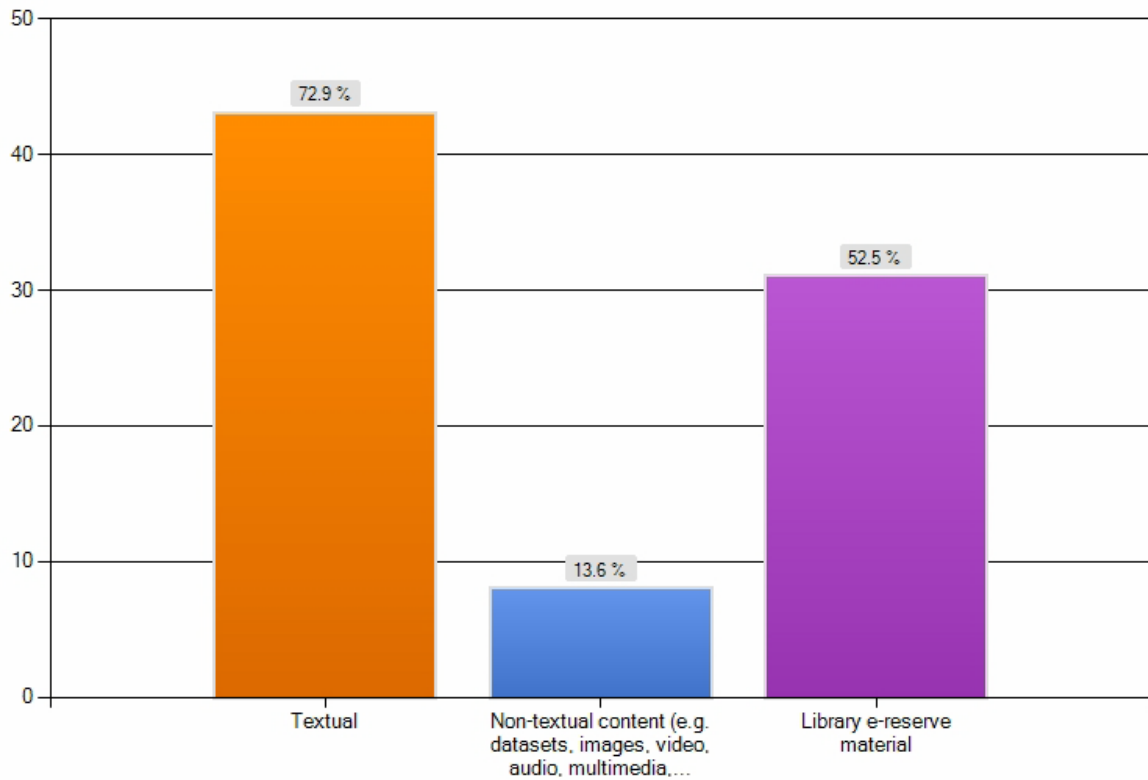
**Academic Senate Faculty Survey – Question 4**  
*Winter Quarter 2009*

**What information do you post on your websites? (check all that apply)**

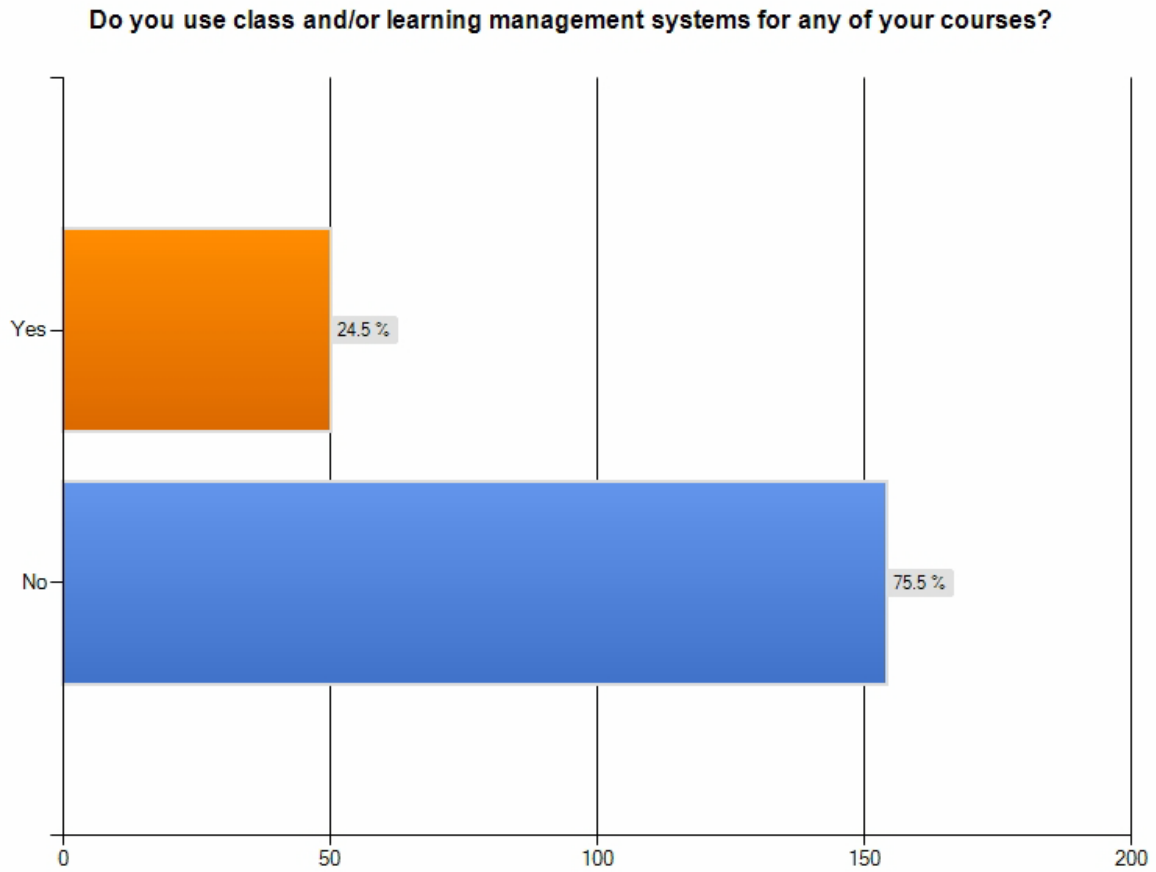


**Academic Senate Faculty Survey – Question 7**  
*Winter Quarter 2009*

If you post material made available through the UCSD Libraries, please indicate type below. (check all that apply)

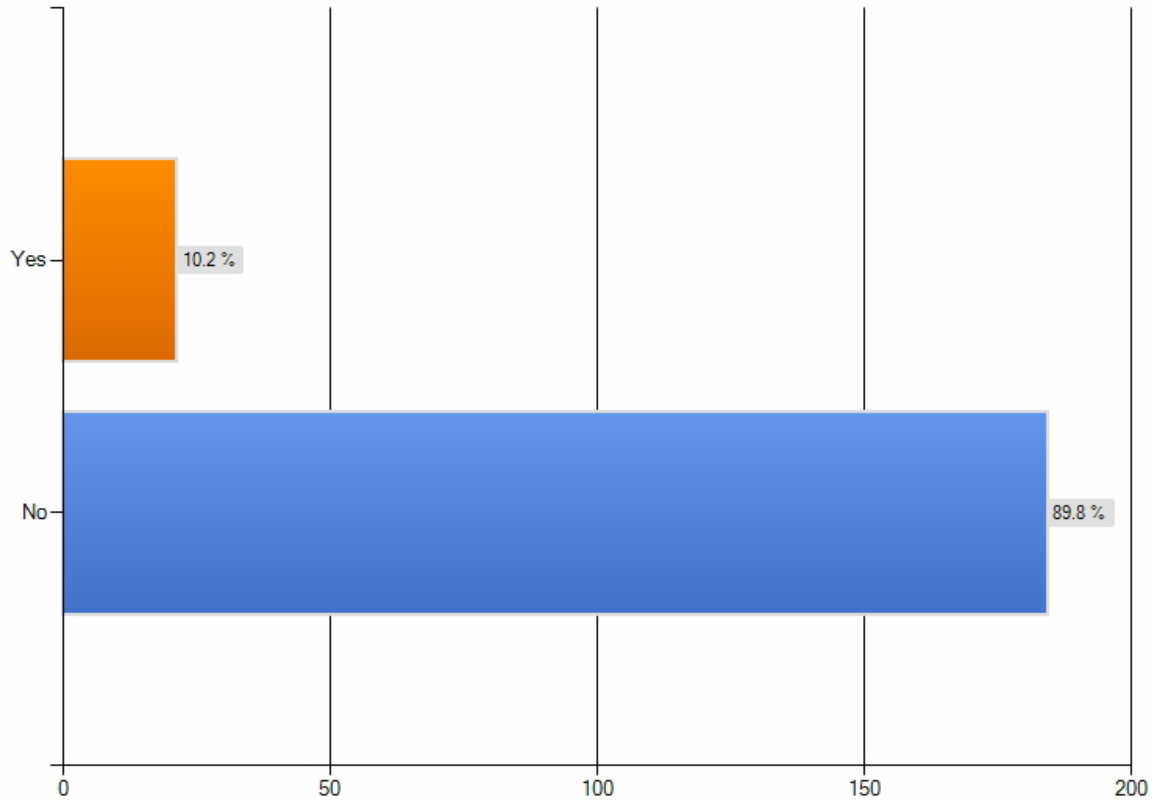


**Academic Senate Faculty Survey – Question 9**  
*Winter Quarter 2009*



**Academic Senate Faculty Survey – Question 13**  
*Winter Quarter 2009*

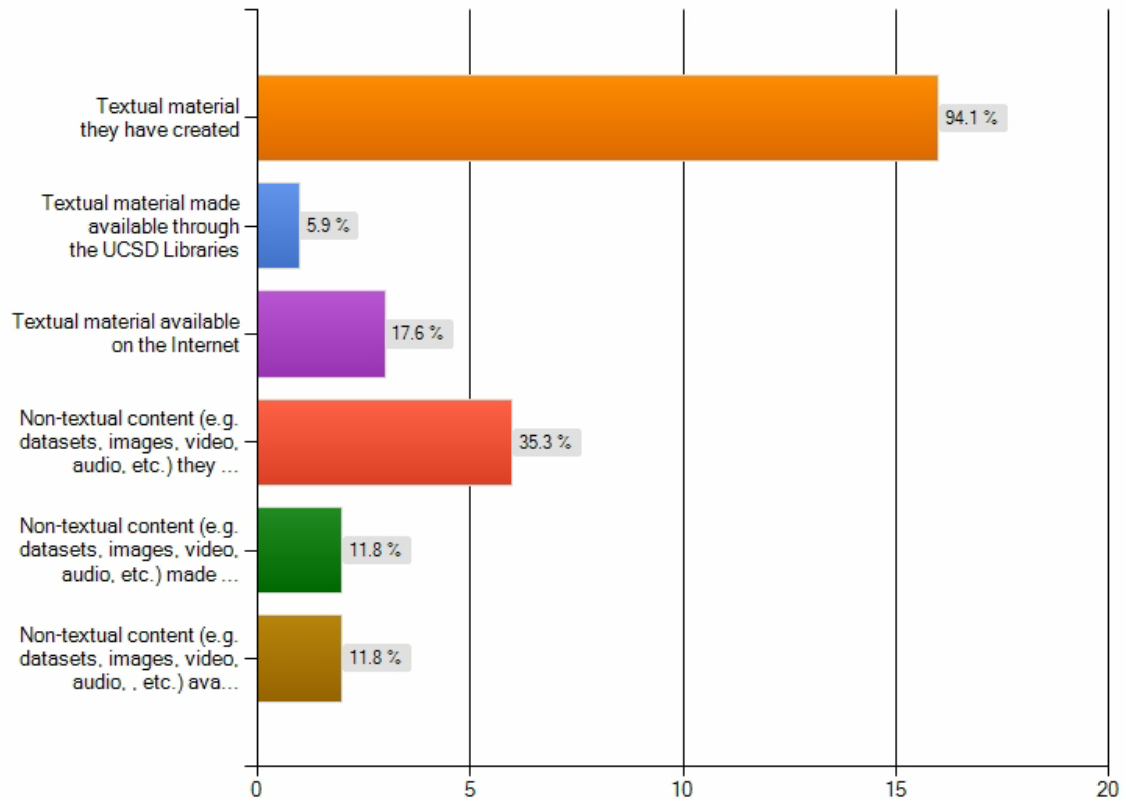
Do you ask students to post applicable material to your course websites?



## Academic Senate Faculty Survey – Question 14

Winter Quarter 2009

If yes, please check all that apply:





## Academic Senate Faculty Survey – Question 15

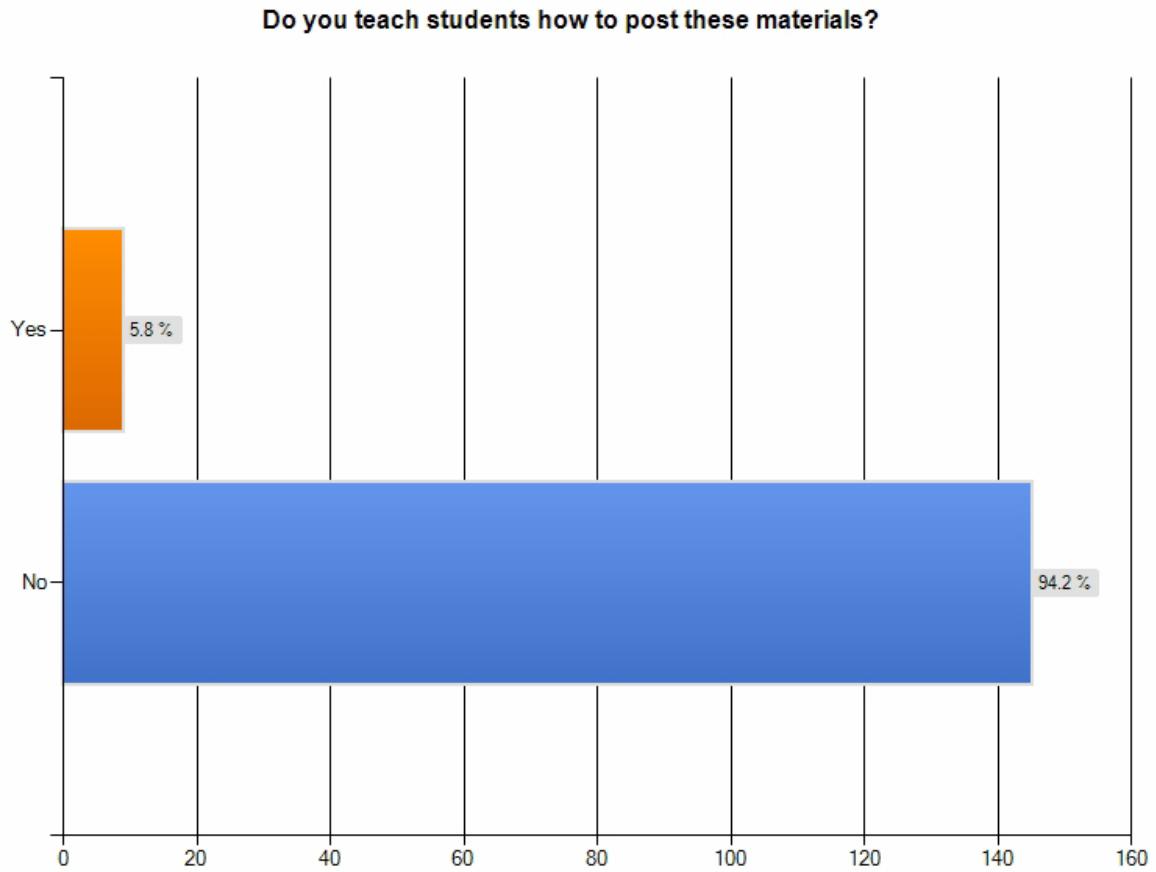
### Winter Quarter 2009

#### Information Literacy Theme - Faculty Survey

1. Please list any issues/problems related to students posting material to your course websites.		
		Response Count
		15
	<i>answered question</i>	15
	<i>skipped question</i>	216

Response Text		
1	blog assignments for all to read	Jan 22, 2009 12:39 AM
2	Having students post material to the internet requires careful course planning (to make sure that web exercises are pedagogically useful and that students have information they need to complete assignments), and I have not had time to sort this out.	Jan 22, 2009 12:56 AM
3	Some technical glitches posting papers in the Turnitin assignment function internal to WebCT	Jan 22, 2009 2:10 AM
4	I do the posting of student work when appropriate.	Jan 22, 2009 6:48 AM
5	The TA and faculty are currently doing the posting, not the students.	Jan 22, 2009 6:13 PM
6	I have TAs post material for them	Jan 22, 2009 1:07 AM
7	copyrights, patent rights	Jan 23, 2009 6:18 AM
8	I'd prefer a wiki to a WebBoard for certain functionality.	Jan 23, 2009 4:15 PM
9	It is better for me to filter material for relevance, and for inclusion of supplementary explanations, etc.	Jan 23, 2009 5:57 PM
10	<p>With large lecture classes and class graders (grad students) and only occasionally upper division TAs (whose job descriptions do not include updating my web site), I find that I am as occupied in keeping up my web site as in preparing my lectures. I have also had very little good/relevant assistance in learning effective power point techniques (within my department). I have decided to use some of the funds I earned teaching a freshman seminar to get one-on-one help in this area.</p> <p>However, I highly praise the assistance I have received from the IWDC program whose director is Christine Bagwell. I only wish there were similar programs for those of us who were not "raised" on power point presentations. I tried taking even a basic power point presentation offered at no charge at the biomedical library and found even that did not meet my needs.</p>	Jan 24, 2009 8:08 PM
11	I post material on student's behalf.	Jan 27, 2009 4:57 PM
12	Not aware of any significant issues	Jan 27, 2009 8:57 PM
13	the student contributions on my website are photos and stories by students who have experienced a natural disaster (course name). this serves both as information to others but also therapeutic to the student who went through a disaster.	Jan 27, 2009 11:12 PM
14	There is no quality control and it is largely a distraction.	Jan 28, 2009 6:55 PM
15	I had problems with confusions surrounding the Turnitin.com feature of WEBCT. I had to abandon using it for one of my assignments, 'cause students had difficulty downloading their papers.	Feb 3, 2009 2:54 AM

**Academic Senate Faculty Survey – Question 16**  
*Winter Quarter 2009*



**Academic Senate Faculty Survey – Question 17**  
*Winter Quarter 2009*

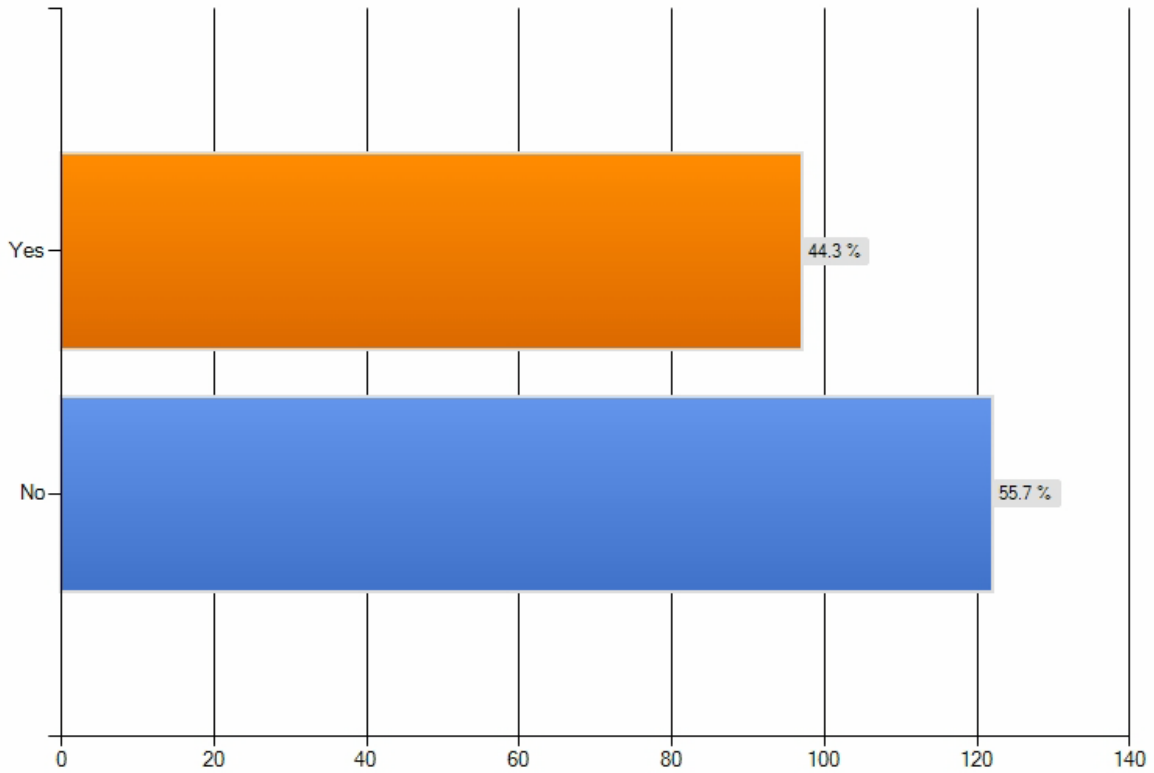
**Information Literacy Theme - Faculty Survey**

1. If Yes, how do you do this?		Response Count
		9
<i>answered question</i>		<b>9</b>
<i>skipped question</i>		<b>222</b>

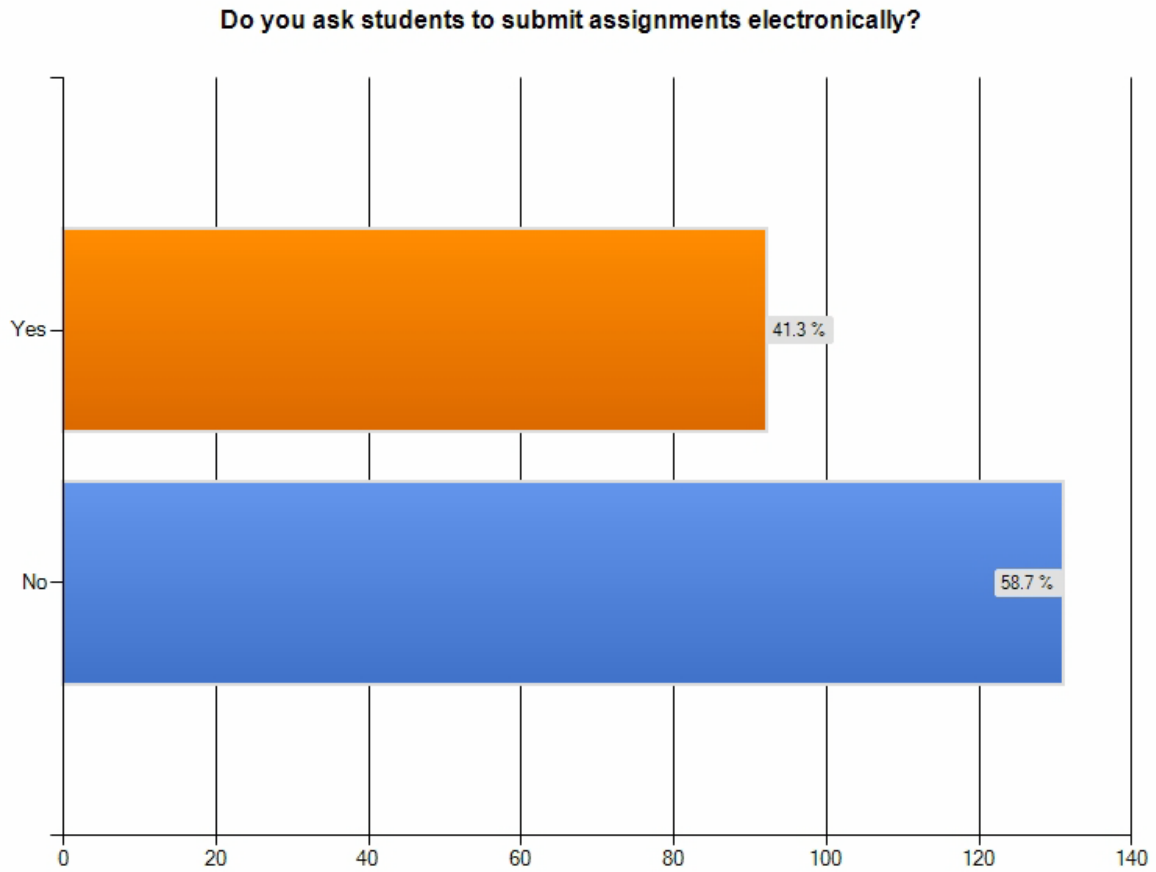
Response Text		
1	TA helps	Jan 22, 2009 12:39 AM
2	Usually over the internet.	Jan 22, 2009 12:53 AM
3	Class demonstration	Jan 22, 2009 1:50 AM
4	1. Explain in syllabus 2. Go over it in lecture 3. Have TAs go over it in Section 4. Instruct students to contact IWDC help desk as needed.	Jan 22, 2009 2:10 AM
5	Not much instruction needed...using Google Groups.	Jan 22, 2009 7:30 AM
6	Explanation on website	Jan 23, 2009 5:21 AM
7	they use website routinely	Jan 23, 2009 9:27 PM
8	If this option is used then a brief tutorial is shared during lecture is the typical method.	Jan 27, 2009 1:51 AM
9	Announcement/Discussion in class	Jan 28, 2009 12:35 AM

**Academic Senate Faculty Survey – Question 19**  
*Winter Quarter 2009*

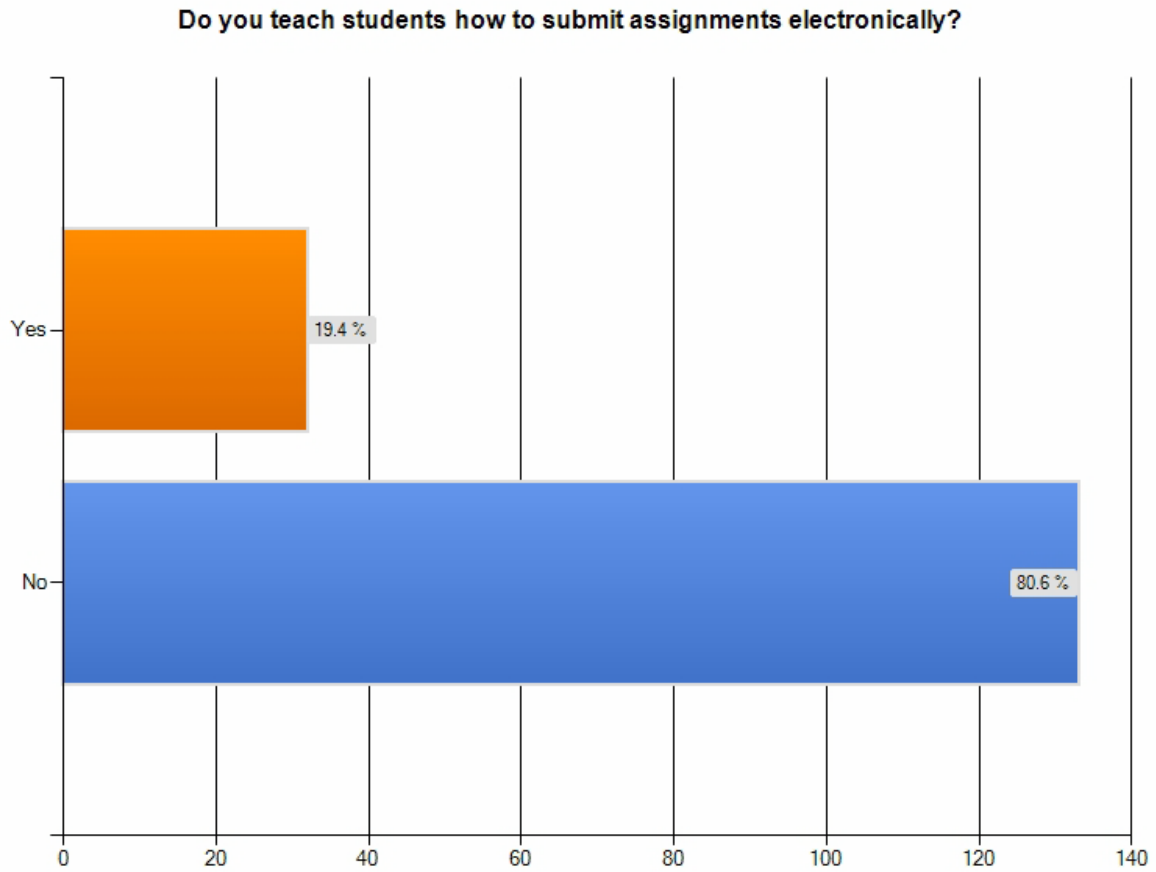
**Do you access the web (live access) while you are teaching (in support of your teaching)?**



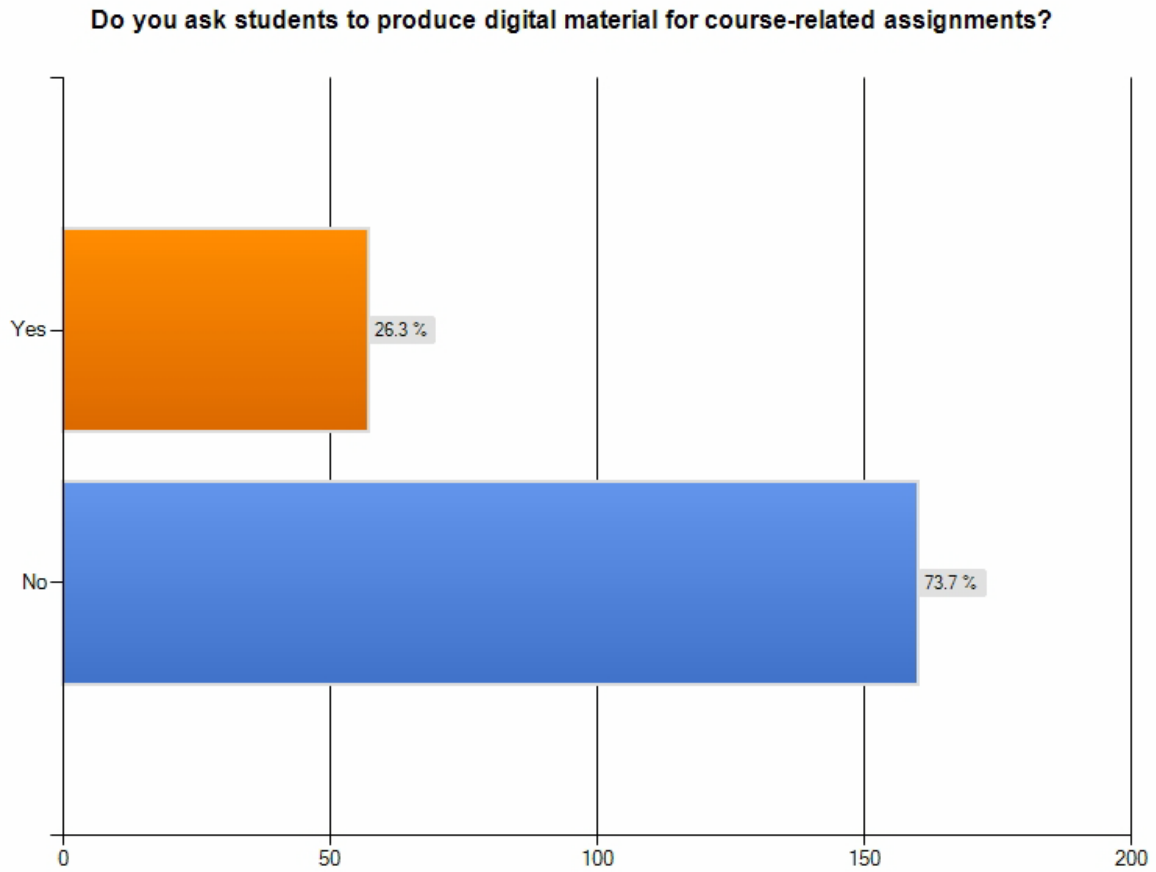
**Academic Senate Faculty Survey – Question 22**  
*Winter Quarter 2009*



**Academic Senate Faculty Survey – Question 24**  
*Winter Quarter 2009*

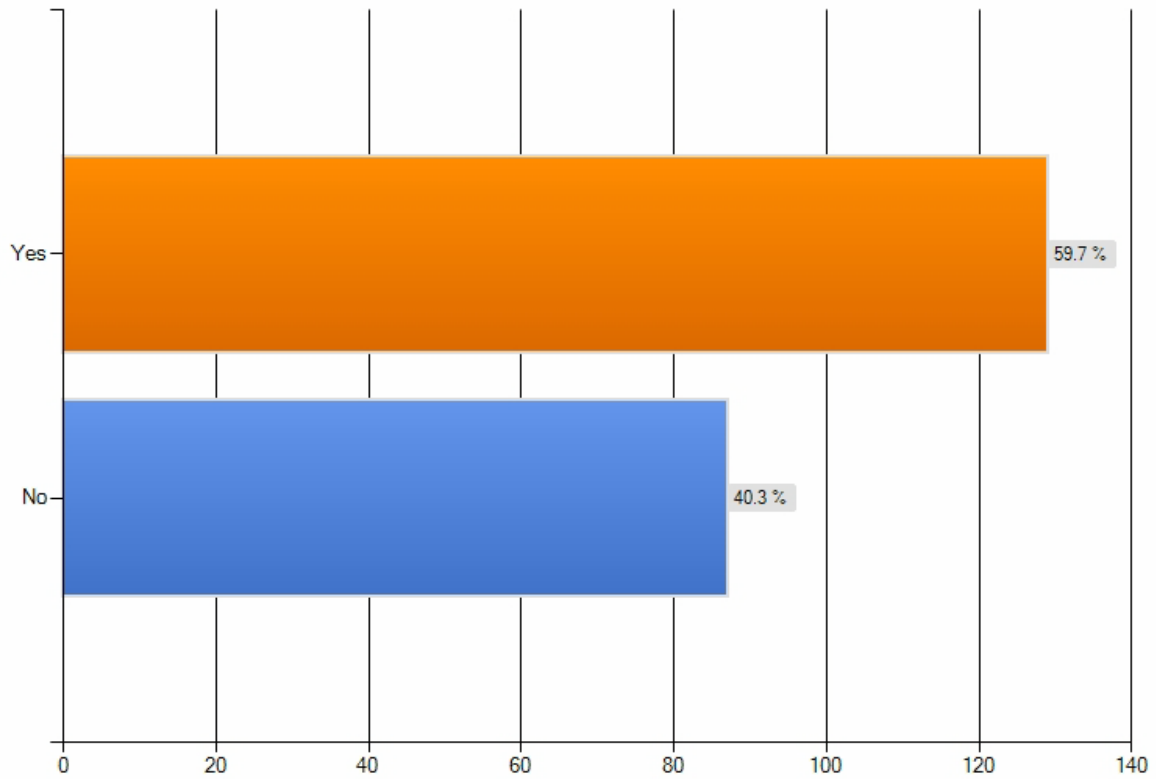


**Academic Senate Faculty Survey – Question 27**  
*Winter Quarter 2009*



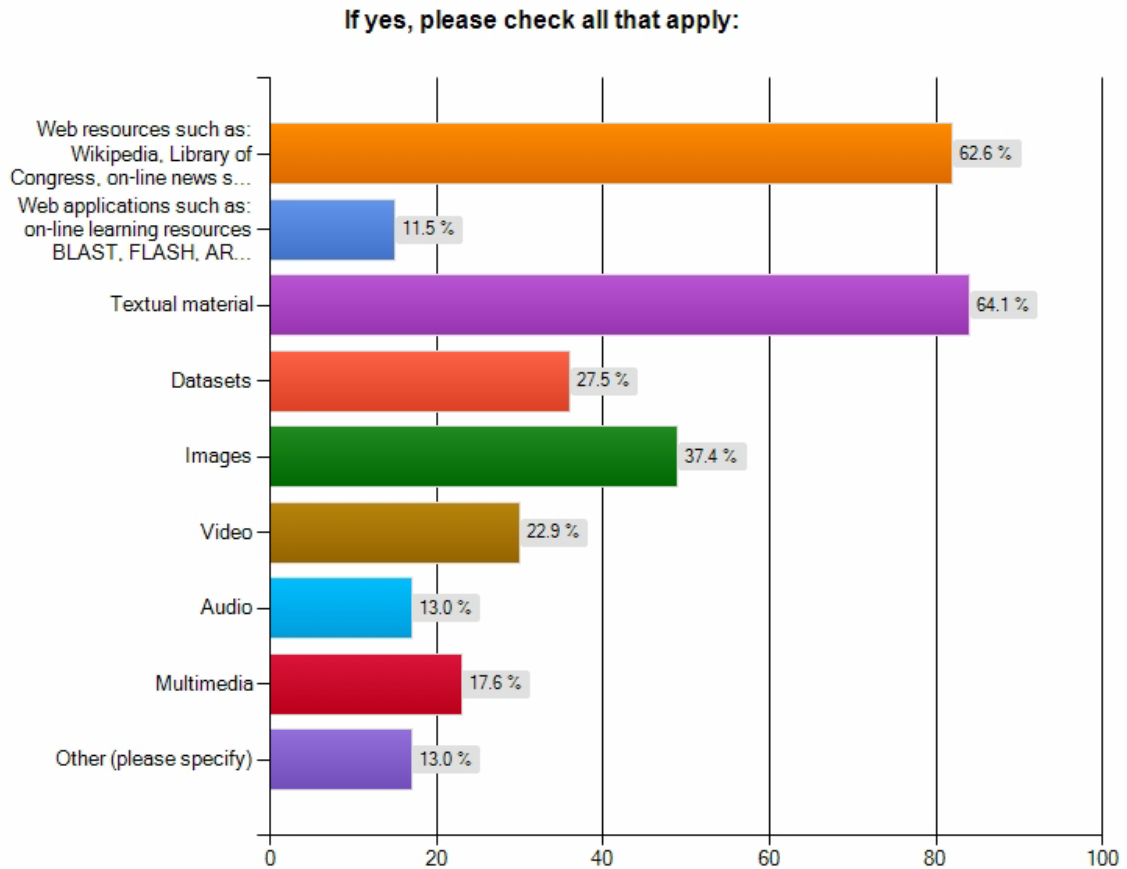
**Academic Senate Faculty Survey – Question 28**  
*Winter Quarter 2009*

**Do you ask students to use material available on the Internet for course-related activities (beyond the material available on the course website)?**



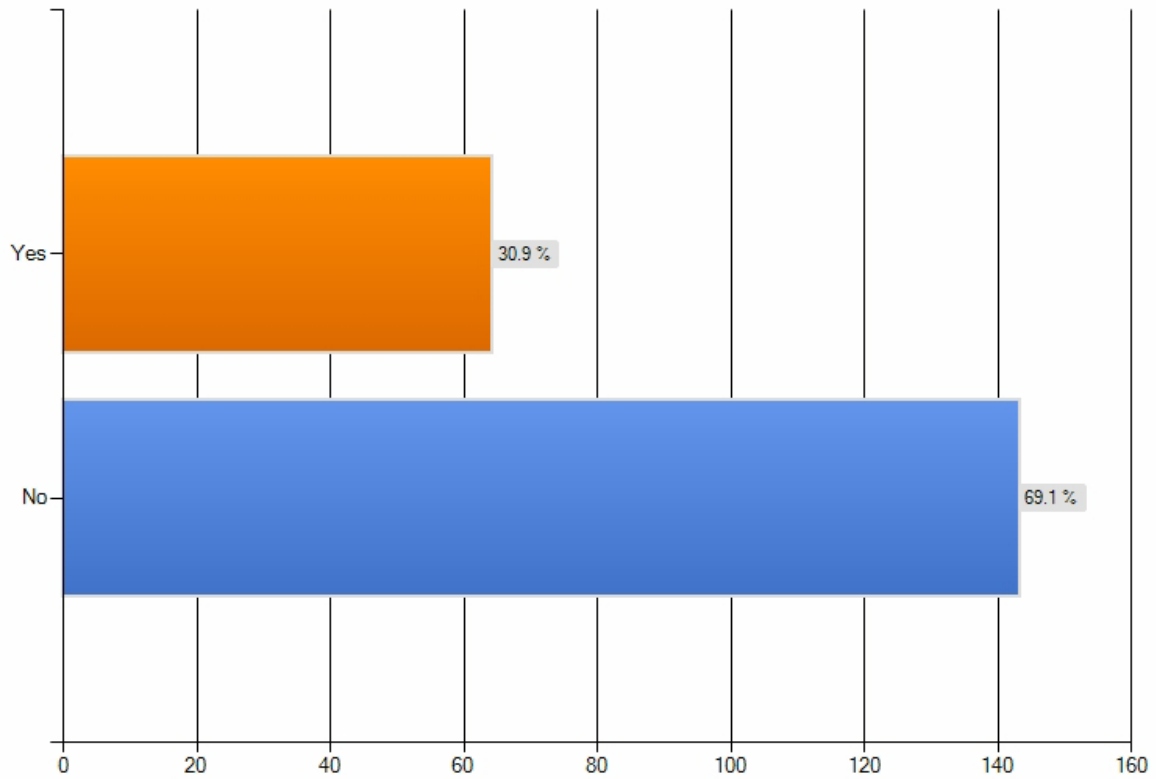


**Academic Senate Faculty Survey – Question 30**  
*Winter Quarter 2009*



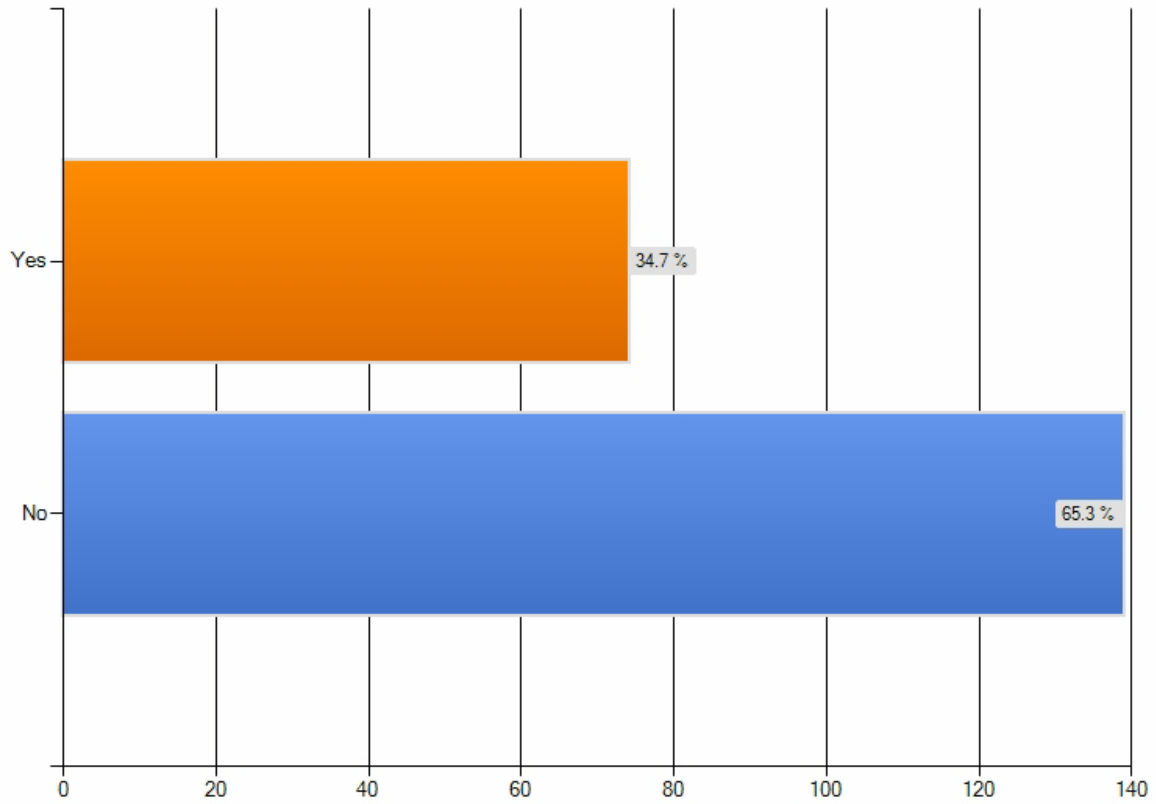
**Academic Senate Faculty Survey – Question 31**  
*Winter Quarter 2009*

**Do you teach students how to efficiently locate and effectively use material available on the Internet for course-related activities?**

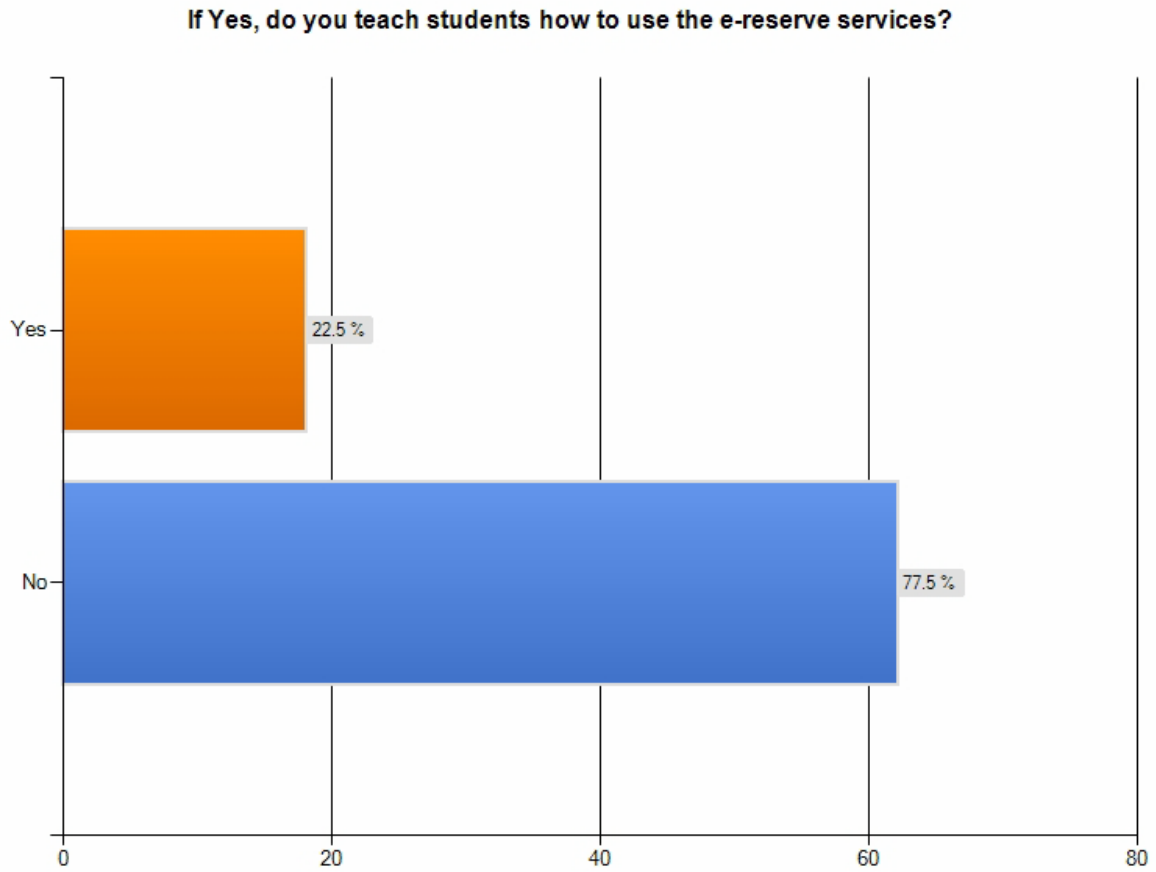


**Academic Senate Faculty Survey – Question 34**  
*Winter Quarter 2009*

**Do you ask students to use material available via the Libraries' e-reserve services?**

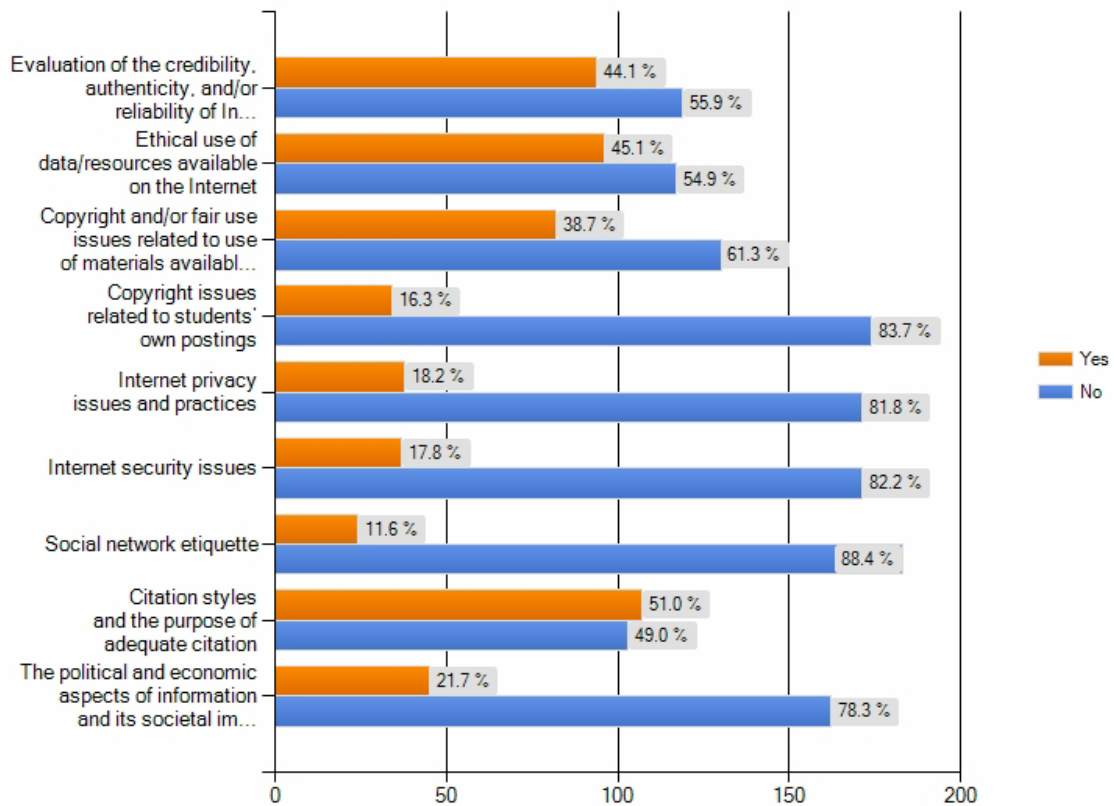


**Academic Senate Faculty Survey – Question 35**  
*Winter Quarter 2009*



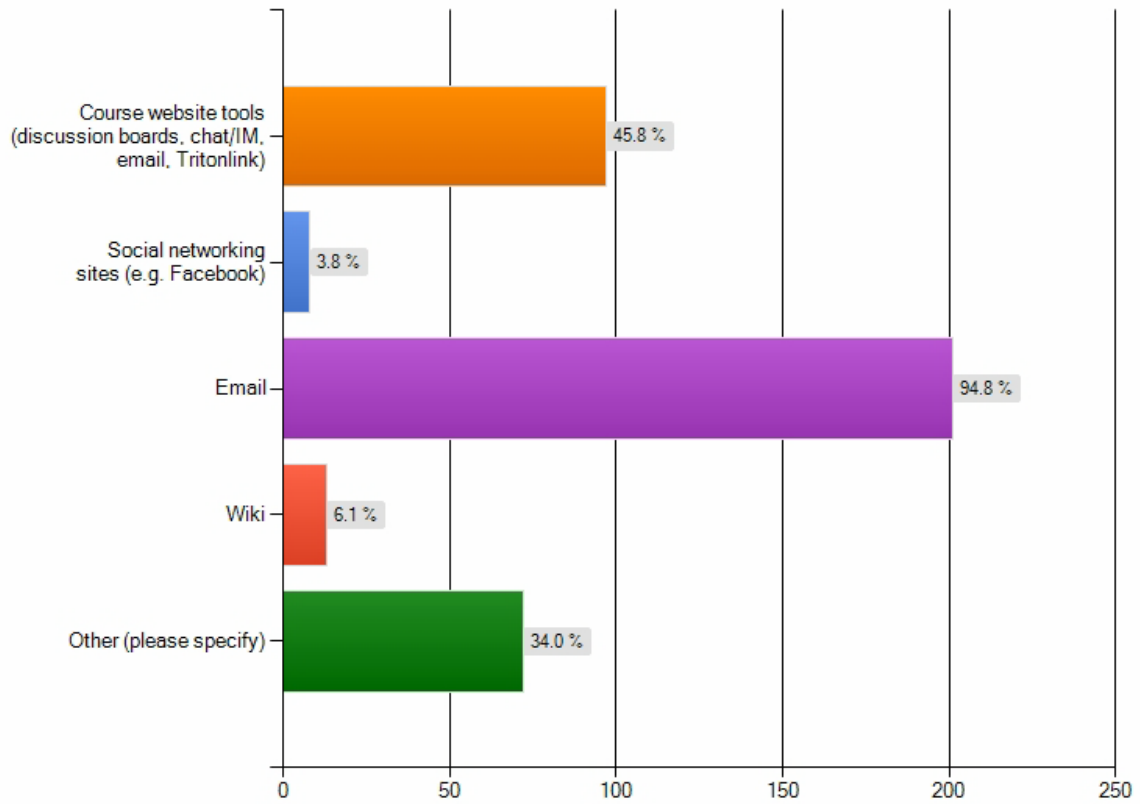
**Academic Senate Faculty Survey – Question 39**  
*Winter Quarter 2009*

**Do you discuss and/or provide guidance to students for:**



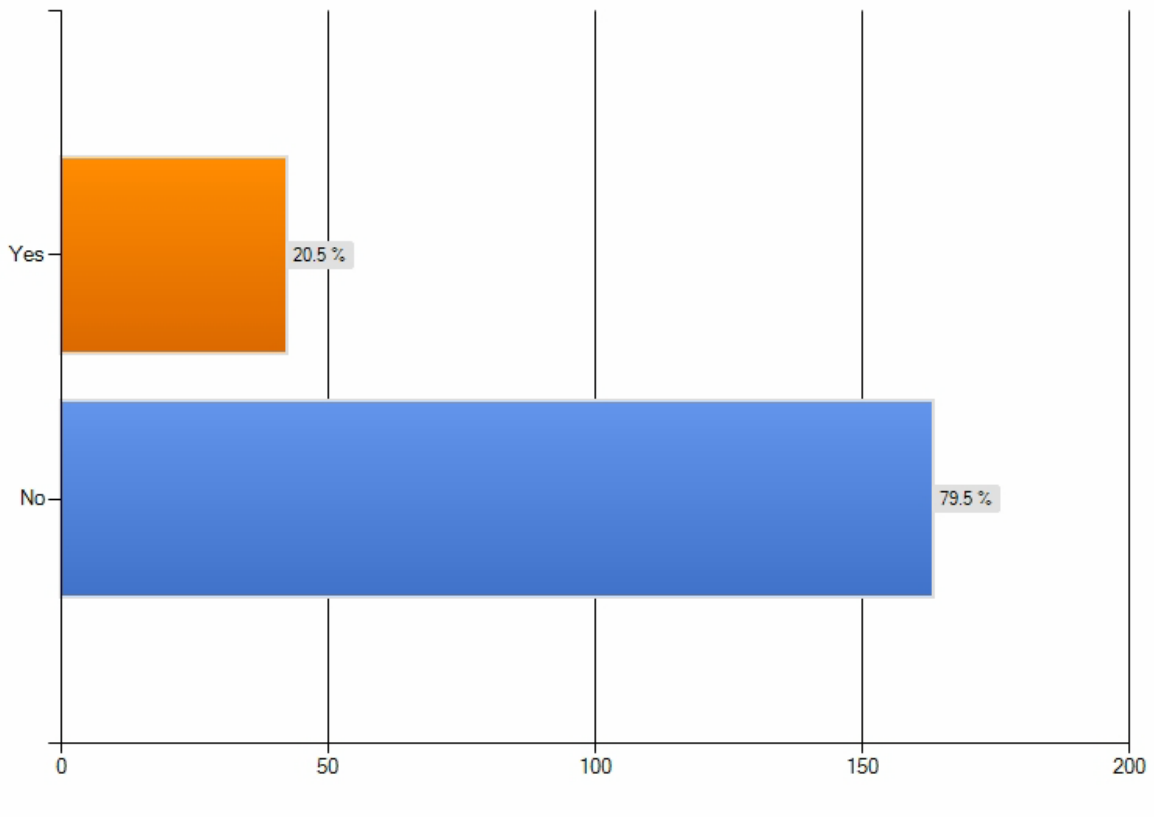
**Academic Senate Faculty Survey – Question 51**  
*Winter Quarter 2009*

**How do you communicate with your students? (check all that apply)**



**Academic Senate Faculty Survey – Question 52**  
*Winter Quarter 2009*

**Are you deliberately teaching skills that develop students' understanding that they are not only consumers of electronic information, but contributors and creators as well?**



FACULTY SURVEY - Comments - selected questions - by Div/School

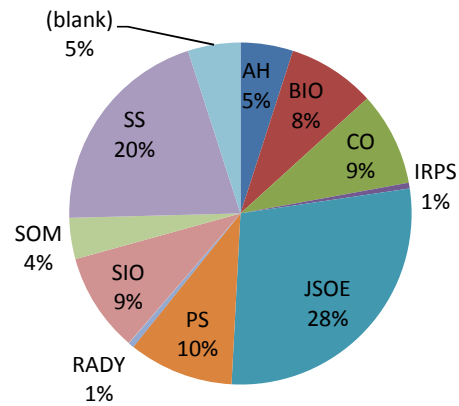
	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Do you have course websites?																								
No	13	59.1%		0.0%		0.0%		0.0%	2	3.8%	1	5.3%		0.0%	11	39.3%	5	41.7%	10	21.3%	7	43.8%	49	21.3%
Yes	9	40.9%	15	100.0%	16	100.0%	1	100.0%	51	96.2%	18	94.7%	1	100.0%	17	60.7%	7	58.3%	37	78.7%	9	56.3%	181	78.7%
Total	22	100.0%	15	100.0%	16	100.0%	1	100.0%	53	100.0%	19	100.0%	1	100.0%	28	100.0%	12	100.0%	47	100.0%	16	100.0%	230	100.0%
2. <input type="checkbox"/> Do you use class and/or learning management systems for any of your courses?																								
No	14	82.4%	9	60.0%	11	64.7%	1	100.0%	35	71.4%	14	77.8%		0.0%	22	91.7%	9	90.0%	30	73.2%	9	81.8%	154	75.5%
Yes	3	17.6%	6	40.0%	6	35.3%		0.0%	14	28.6%	4	22.2%	1	100.0%	2	8.3%	1	10.0%	11	26.8%	2	18.2%	50	24.5%
Total	17	100.0%	15	100.0%	17	100.0%	1	100.0%	49	100.0%	18	100.0%	1	100.0%	24	100.0%	10	100.0%	41	100.0%	11	100.0%	204	100.0%
3. <input type="checkbox"/> Do you ask students to post applicable material to your course websites?																								
No	13	81.3%	13	86.7%	16	94.1%		0.0%	45	86.5%	19	100.0%	1	100.0%	24	96.0%	7	87.5%	35	87.5%	11	100.0%	184	89.8%
Yes	3	18.8%	2	13.3%	1	5.9%	1	100.0%	7	13.5%		0.0%		0.0%	1	4.0%	1	12.5%	5	12.5%		0.0%	21	10.2%
Total	16	100.0%	15	100.0%	17	100.0%	1	100.0%	52	100.0%	19	100.0%	1	100.0%	25	100.0%	8	100.0%	40	100.0%	11	100.0%	205	100.0%
4. <input type="checkbox"/> Do you teach students how to post these materials?																								
No	9	81.8%	9	100.0%	13	92.9%	1	100.0%	41	95.3%	13	100.0%	1	100.0%	18	100.0%	5	83.3%	25	89.3%	10	100.0%	145	94.2%
Yes	2	18.2%		0.0%	1	7.1%		0.0%	2	4.7%		0.0%		0.0%		0.0%	1	16.7%	3	10.7%		0.0%	9	5.8%
Total	11	100.0%	9	100.0%	14	100.0%	1	100.0%	43	100.0%	13	100.0%	1	100.0%	18	100.0%	6	100.0%	28	100.0%	10	100.0%	154	100.0%
5. <input type="checkbox"/> Do you access the web (live access) while you are teaching (in support of your teaching)?																								
No	7	31.8%	8	57.1%	11	64.7%	1	100.0%	35	66.0%	10	52.6%		0.0%	12	50.0%	8	72.7%	23	51.1%	7	58.3%	122	55.7%
Yes	15	68.2%	6	42.9%	6	35.3%		0.0%	18	34.0%	9	47.4%	1	100.0%	12	50.0%	3	27.3%	22	48.9%	5	41.7%	97	44.3%
Total	22	100.0%	14	100.0%	17	100.0%	1	100.0%	53	100.0%	19	100.0%	1	100.0%	24	100.0%	11	100.0%	45	100.0%	12	100.0%	219	100.0%
6. Do you ask students to submit assignments electronically?																								
No	11	50.0%	12	80.0%	8	47.1%	1	100.0%	31	59.6%	17	89.5%		0.0%	16	64.0%	8	66.7%	21	44.7%	6	50.0%	131	58.7%
Yes	11	50.0%	3	20.0%	9	52.9%		0.0%	21	40.4%	2	10.5%	1	100.0%	9	36.0%	4	33.3%	26	55.3%	6	50.0%	92	41.3%
Total	22	100.0%	15	100.0%	17	100.0%	1	100.0%	52	100.0%	19	100.0%	1	100.0%	25	100.0%	12	100.0%	47	100.0%	12	100.0%	223	100.0%



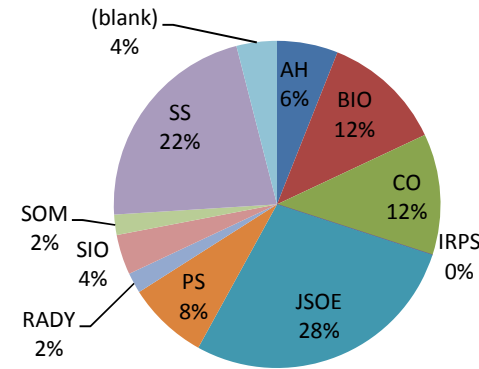
# FACULTY SURVEY - Comments - selected questions - by Div/School

% of all YES answers to the question

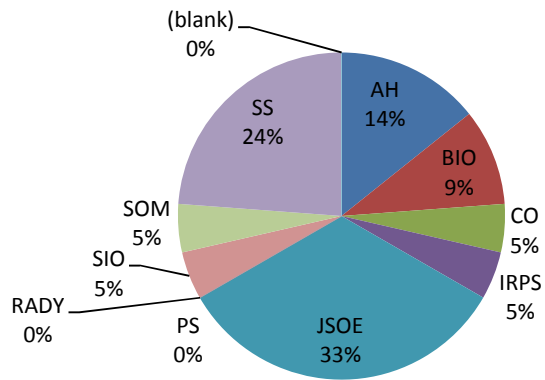
## 1. Do you have course websites?



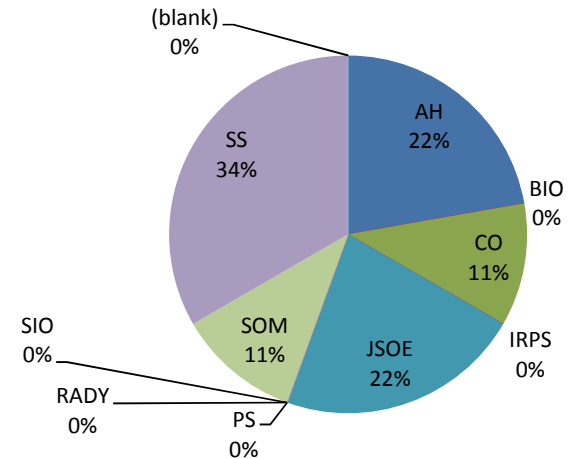
## 2. Do you use class and/or learning management systems for any of your courses?



## 3. Do you ask students to post applicable material to your course websites?



## 4. Do you teach students how to post these materials?



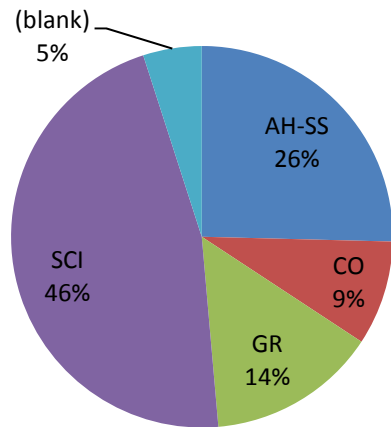
## FACULTY SURVEY - Comments - selected questions - by Div/School groups

	AH-SS		CO		GR		SCI		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
1. Do you have course websites?												
No	23	33.3%		0.0%	15	36.6%	4	4.5%	7	43.8%	49	21.3%
Yes	46	66.7%	16	100.0%	26	63.4%	84	95.5%	9	56.3%	181	78.7%
Total	69	1	16	1	41	1	88	1	16	1	230	1
2. <input type="checkbox"/> Do you use class and/or learning management systems for any of your courses?												
No	45	77.6%	11	64.7%	31	88.6%	59	71.1%	8	72.7%	154	75.5%
Yes	13	22.4%	6	35.3%	4	11.4%	24	28.9%	3	27.3%	50	24.5%
Total	58	1	17	1	35	1	83	1	11	1	204	1
3. <input type="checkbox"/> Do you ask students to post applicable material to your course websites?												
No	48	85.7%	16	94.1%	31	91.2%	78	89.7%	11	100.0%	184	89.8%
Yes	8	14.3%	1	5.9%	3	8.8%	9	10.3%		0.0%	21	10.2%
Total	56	1	17	1	34	1	87	1	11	1	205	1
4. <input type="checkbox"/> Do you teach students how to post these materials?												
No	34	87.2%	13	92.9%	24	96.0%	64	97.0%	10	100.0%	145	94.2%
Yes	5	12.8%	1	7.1%	1	4.0%	2	3.0%		0.0%	9	5.8%
Total	39	1	14	1	25	1	66	1	10	1	154	1
5. <input type="checkbox"/> Do you access the web (live access) while you are teaching (in support of your teaching)?												
No	31	45.6%	11	64.7%	20	55.6%	54	62.1%	6	54.5%	122	55.7%
Yes	37	54.4%	6	35.3%	16	44.4%	33	37.9%	5	45.5%	97	44.3%
Total	68	1	17	1	36	1	87	1	11	1	219	1
6. Do you ask students to submit assignments electronically?												
No	33	47.8%	8	47.1%	24	63.2%	61	70.1%	5	41.7%	131	58.7%
Yes	36	52.2%	9	52.9%	14	36.8%	26	29.9%	7	58.3%	92	41.3%
Total	69	1	17	1	38	1	87	1	12	1	223	1

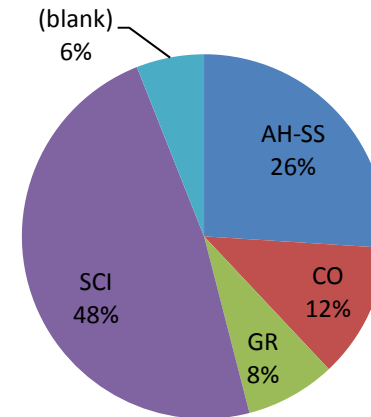
# FACULTY SURVEY - Comments - selected questions - by Div/School groups

% of all YES answers to the question

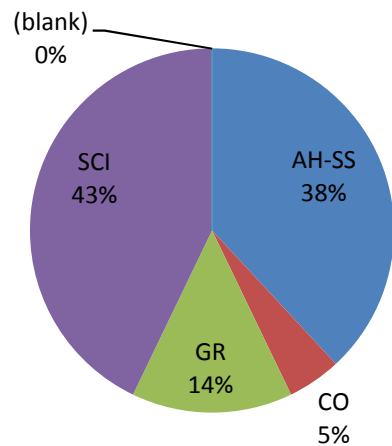
## 1. Do you have course websites?



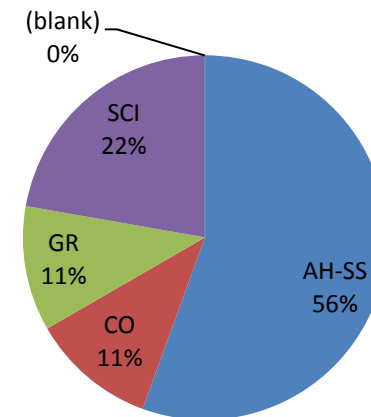
## 2. Do you use class and/or learning management systems for any of your courses?



## 3. Do you ask students to post applicable material to your course websites?



## 4. Do you teach students how to post these materials?



FACULTY SURVEY - Comments - question 39.11. - by Div/School

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
11. Do you discuss and/or provide guidance to students for:																								
Evaluation of the credibility, authenticity, and/or reliability of Internet resources																								
No	9	40.9%	10	66.7%	7	53.8%	1	100.0%	27	51.9%	11	64.7%	0	0.0%	18	72.0%	6	60.0%	26	53.1%	4	50.0%	119	55.9%
Yes	13	59.1%	5	33.3%	6	46.2%	0	0.0%	25	48.1%	6	35.3%	1	100.0%	7	28.0%	4	40.0%	23	46.9%	4	50.0%	94	44.1%
Total	22	100.0%	15	100.0%	13	100.0%	1	100.0%	52	100.0%	17	100.0%	1	100.0%	25	100.0%	10	100.0%	49	100.0%	8	100.0%	213	100.0%
Ethical use of data/resources available on the Internet																								
No	9	40.9%	11	73.3%	6	42.9%	1	100.0%	28	54.9%	10	55.6%	0	0.0%	16	64.0%	5	50.0%	28	57.1%	3	42.9%	117	54.9%
Yes	13	59.1%	4	26.7%	8	57.1%	0	0.0%	23	45.1%	8	44.4%	1	100.0%	9	36.0%	5	50.0%	21	42.9%	4	57.1%	96	45.1%
Total	22	100.0%	15	100.0%	14	100.0%	1	100.0%	51	100.0%	18	100.0%	1	100.0%	25	100.0%	10	100.0%	49	100.0%	7	100.0%	213	100.0%
Copyright and/or fair use issues related to use of materials available on the Internet																								
No	12	54.5%	10	66.7%	8	57.1%	1	100.0%	32	64.0%	13	76.5%	0	0.0%	18	72.0%	5	50.0%	27	55.1%	4	50.0%	130	61.3%
Yes	10	45.5%	5	33.3%	6	42.9%	0	0.0%	18	36.0%	4	23.5%	1	100.0%	7	28.0%	5	50.0%	22	44.9%	4	50.0%	82	38.7%
Total	22	100.0%	15	100.0%	14	100.0%	1	100.0%	50	100.0%	17	100.0%	1	100.0%	25	100.0%	10	100.0%	49	100.0%	8	100.0%	212	100.0%
Copyright issues related to students' own postings																								
No	17	81.0%	13	92.9%	13	92.9%	1	100.0%	39	79.6%	15	88.2%	0	0.0%	22	91.7%	9	81.8%	41	83.7%	4	57.1%	174	83.7%
Yes	4	19.0%	1	7.1%	1	7.1%	0	0.0%	10	20.4%	2	11.8%	1	100.0%	2	8.3%	2	18.2%	8	16.3%	3	42.9%	34	16.3%
Total	21	100.0%	14	100.0%	14	100.0%	1	100.0%	49	100.0%	17	100.0%	1	100.0%	24	100.0%	11	100.0%	49	100.0%	7	100.0%	208	100.0%
Internet privacy issues and practices																								
No	17	77.3%	13	86.7%	12	85.7%	1	100.0%	38	77.6%	15	88.2%	0	0.0%	22	91.7%	9	81.8%	40	83.3%	4	57.1%	171	81.8%
Yes	5	22.7%	2	13.3%	2	14.3%	0	0.0%	11	22.4%	2	11.8%	1	100.0%	2	8.3%	2	18.2%	8	16.7%	3	42.9%	38	18.2%
Total	22	100.0%	15	100.0%	14	100.0%	1	100.0%	49	100.0%	17	100.0%	1	100.0%	24	100.0%	11	100.0%	48	100.0%	7	100.0%	209	100.0%
Internet security issues																								
No	17	77.3%	14	93.3%	10	71.4%	1	100.0%	37	74.0%	15	88.2%	0	0.0%	22	91.7%	8	80.0%	42	87.5%	5	83.3%	171	82.2%
Yes	5	22.7%	1	6.7%	4	28.6%	0	0.0%	13	26.0%	2	11.8%	1	100.0%	2	8.3%	2	20.0%	6	12.5%	1	16.7%	37	17.8%
Total	22	100.0%	15	100.0%	14	100.0%	1	100.0%	50	100.0%	17	100.0%	1	100.0%	24	100.0%	10	100.0%	48	100.0%	6	100.0%	208	100.0%
Social network etiquette																								
No	17	81.0%	14	93.3%	13	92.9%	1	100.0%	44	88.0%	14	77.8%	0	0.0%	23	95.8%	10	100.0%	41	87.2%	6	100.0%	183	88.4%
Yes	4	19.0%	1	6.7%	1	7.1%	0	0.0%	6	12.0%	4	22.2%	1	100.0%	1	4.2%	0	0.0%	6	12.8%	0	0.0%	24	11.6%
Total	21	100.0%	15	100.0%	14	100.0%	1	100.0%	50	100.0%	18	100.0%	1	100.0%	24	100.0%	10	100.0%	47	100.0%	6	100.0%	207	100.0%
Citation styles and the purpose of adequate citation																								
No	7	31.8%	10	66.7%	7	50.0%	0	0.0%	25	51.0%	11	61.1%	0	0.0%	13	54.2%	7	70.0%	20	40.8%	3	42.9%	103	49.0%
Yes	15	68.2%	5	33.3%	7	50.0%	1	100.0%	24	49.0%	7	38.9%	1	100.0%	11	45.8%	3	30.0%	29	59.2%	4	57.1%	107	51.0%
Total	22	100.0%	15	100.0%	14	100.0%	1	100.0%	49	100.0%	18	100.0%	1	100.0%	24	100.0%	10	100.0%	49	100.0%	7	100.0%	210	100.0%

## FACULTY SURVEY - Comments - question 39.11. - by Div/School

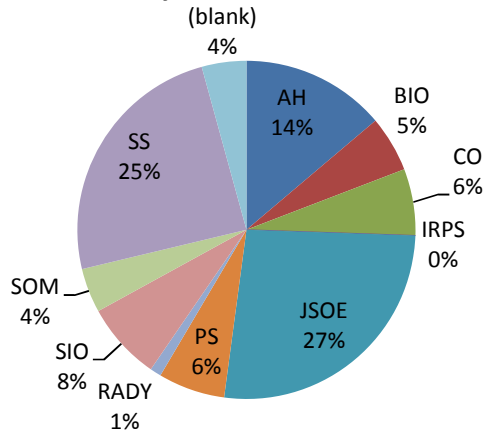
The political and economic aspects of information and its societal impacts																								
No	13	59.1%	12	80.0%	12	85.7%	1	100.0%	40	81.6%	14	82.4%	0.0%	22	91.7%	9	90.0%	33	70.2%	6	85.7%	162	78.3%	
Yes	9	40.9%	3	20.0%	2	14.3%		0.0%	9	18.4%	3	17.6%	1	100.0%	2	8.3%	1	10.0%	14	29.8%	1	14.3%	45	21.7%
Total	22	100.0%	15	100.0%	14	100.0%	1	100.0%	49	100.0%	17	100.0%	1	100.0%	24	100.0%	10	100.0%	47	100.0%	7	100.0%	207	100.0%

# FACULTY SURVEY - Comments - question 39.11. - by Div/School

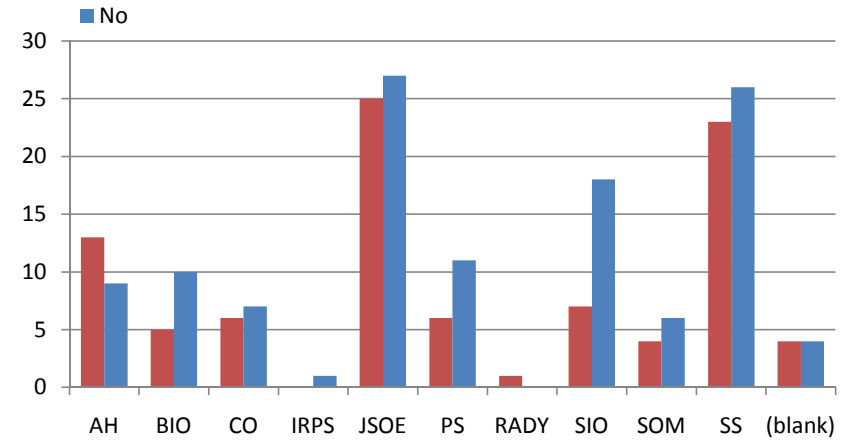
% of all YES answers to the total

# Yes/No answers

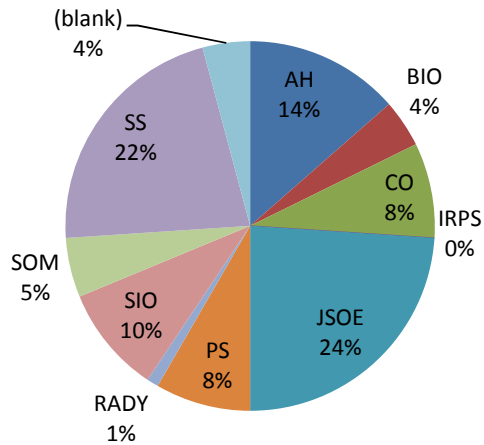
## Evaluation of the credibility, authenticity, and/or reliability of Internet resources



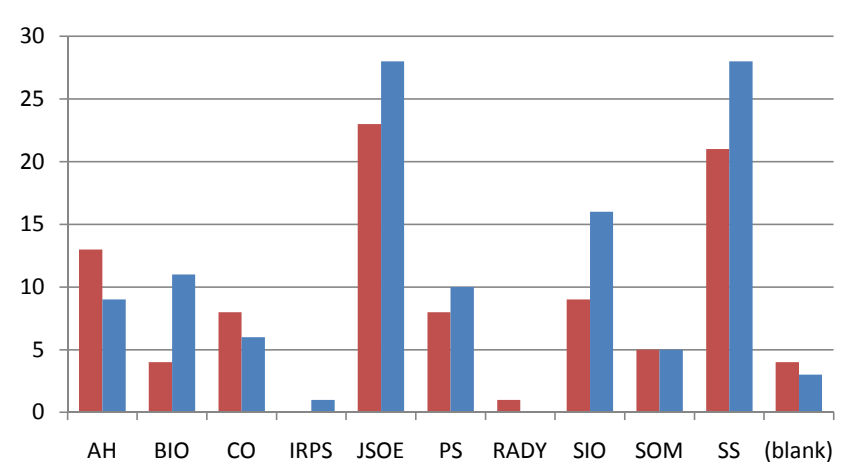
## Evaluation of the credibility, authenticity, and/or reliability of Internet resources



## Ethical use of data/resources available on the Internet

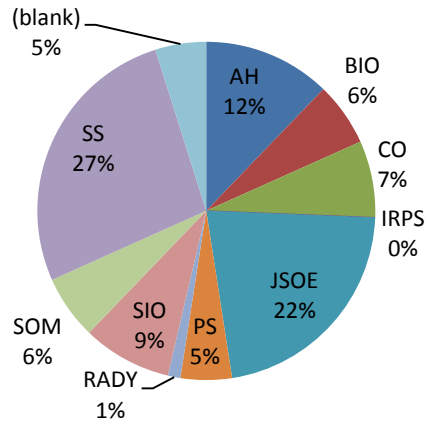


## Ethical use of data/resources available on the Internet



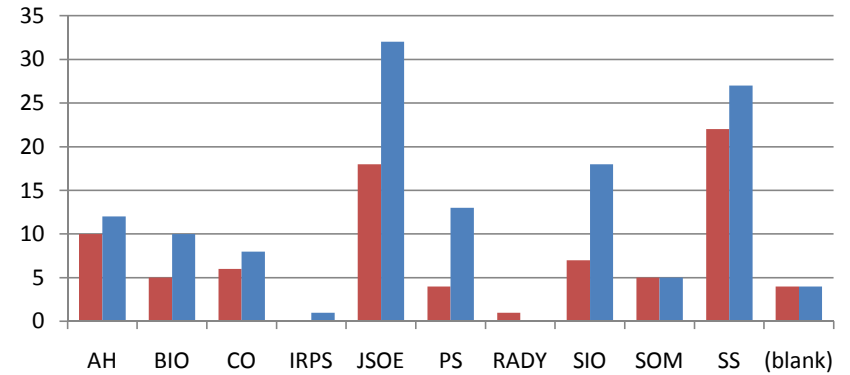
FACULTY SURVEY - Comments - question 39.11. - by Div/School

**Copyright and/or fair use issues related to use of materials available on the Internet**

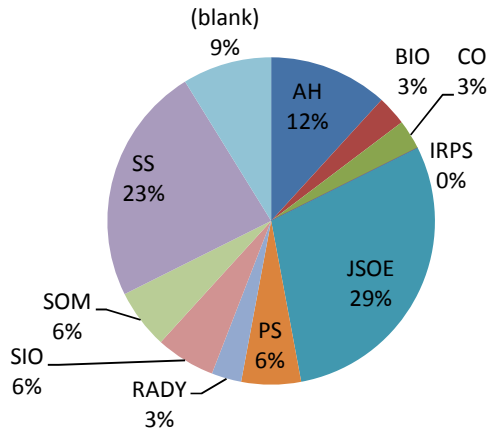


■ Copyright and/or fair use issues related to use of materials available on the Internet

■ No

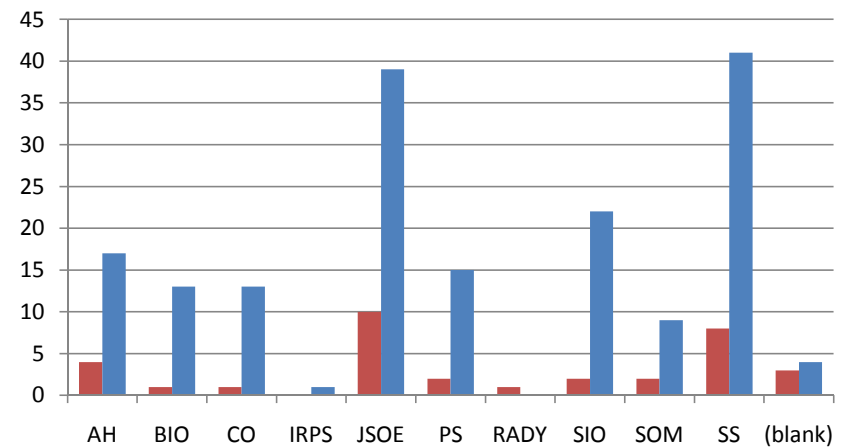


**Copyright issues related to students' own postings**



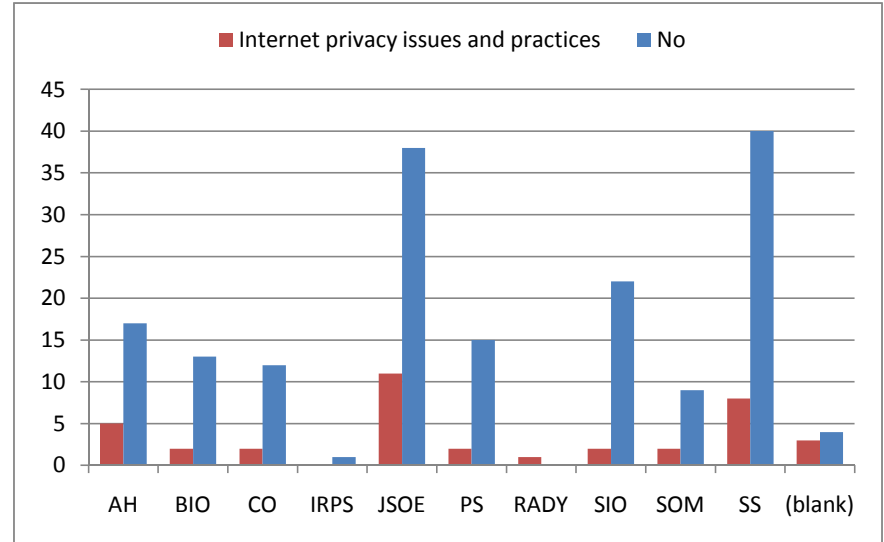
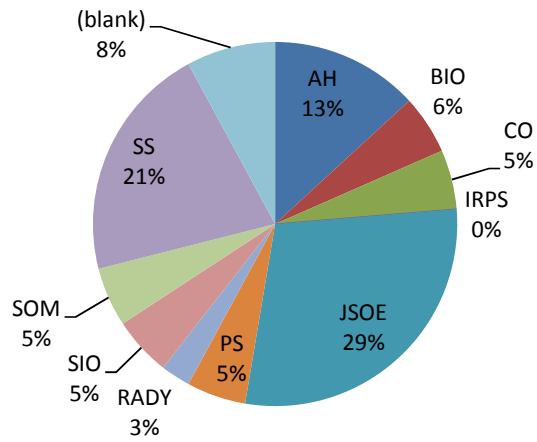
■ Copyright issues related to students' own postings

■ No

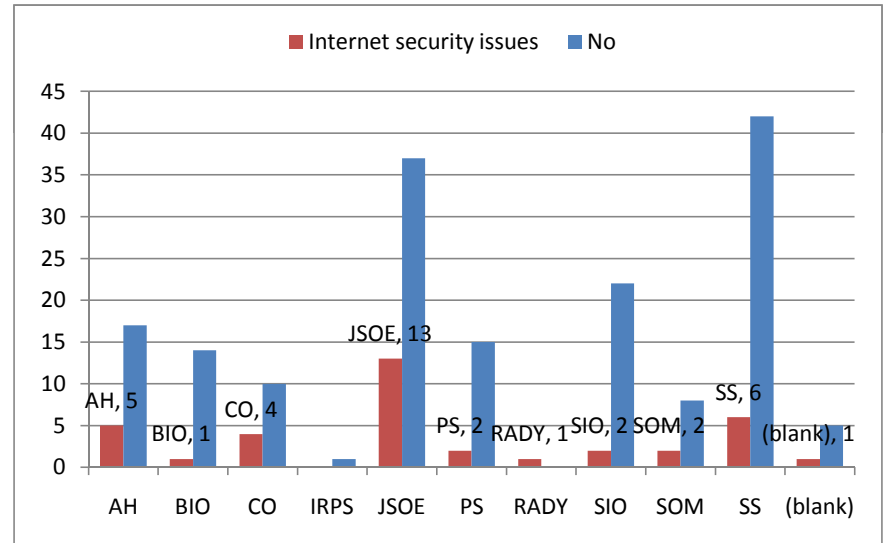
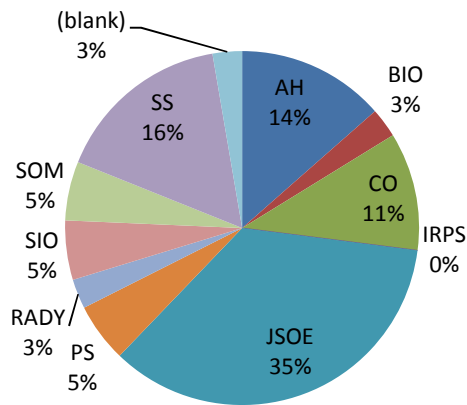


# FACULTY SURVEY - Comments - question 39.11. - by Div/School

## Internet privacy issues and practices



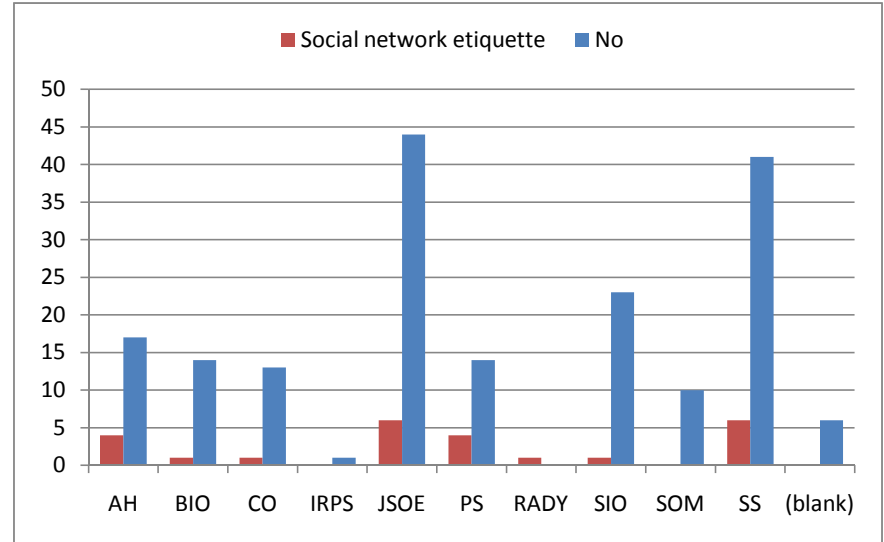
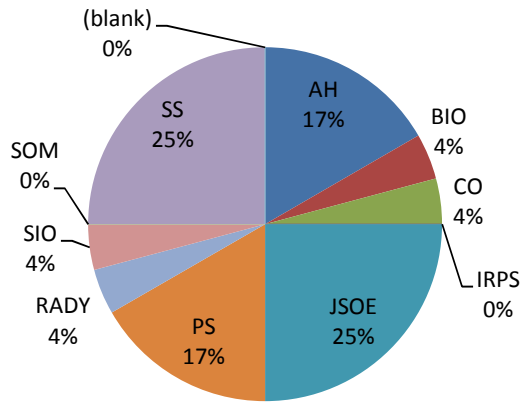
## Internet security issues



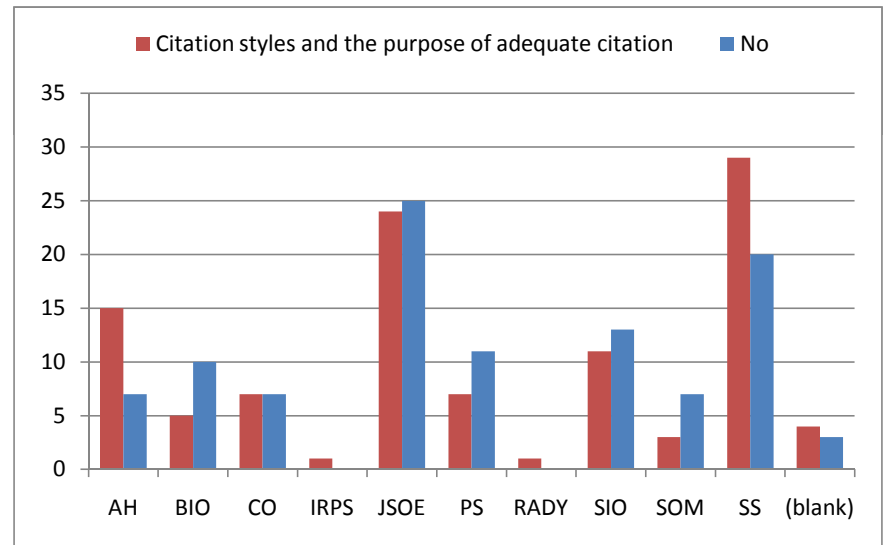
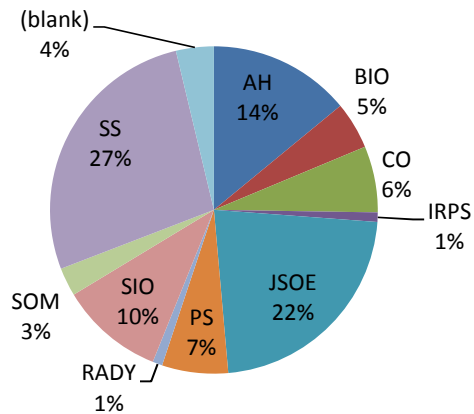


FACULTY SURVEY - Comments - question 39.11. - by Div/School

**Social network etiquette**

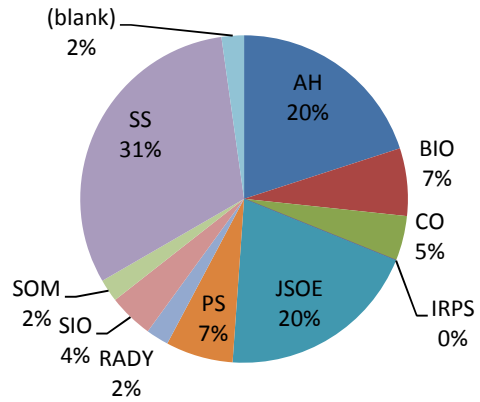


**Citation styles and the purpose of adequate citation**



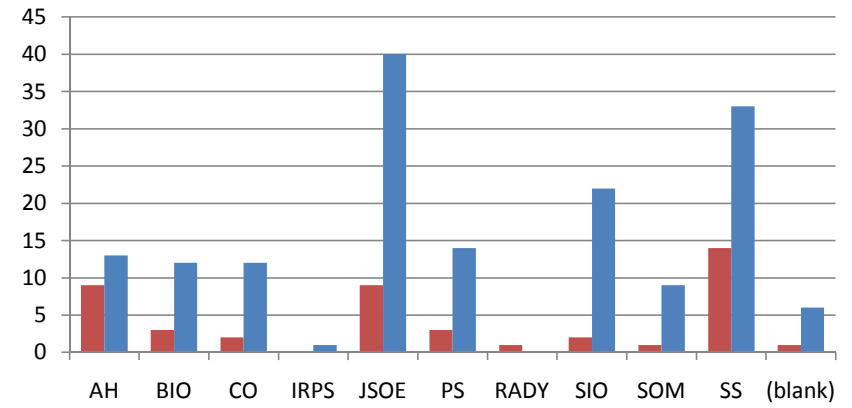
FACULTY SURVEY - Comments - question 39.11. - by Div/School

**The political and economic aspects of information and its societal impacts**



■ The political and economic aspects of information and its societal impacts

■ No



## FACULTY SURVEY - Comments - selected questions - by Div/School

### Q1

1. Do you have course websites? If no, please elaborate on why not. (Then you could skim questions 1-4, which pertain to course websites, and go on to Question 5.)

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
No	13	59.1%							2	3.8%	1	5.3%			11	39.3%	5	41.7%	10	20.4%	7	43.8%	49	21.3%	
LIMIT-T	1	4.5%							1	1.9%					1	3.6%					1	6.3%	4	1.7%	
NK	1	4.5%																					1	0.4%	
NN	5	22.7%							1	1.9%					4	14.3%	3	25.0%	5	10.2%	2	12.5%	20	8.7%	
TIME	1	4.5%													1	3.6%			3	6.1%			5	2.2%	
UCSD-L	1	4.5%													1	3.6%							2	0.9%	
X	1	4.5%									1	5.3%			4	14.3%	2	16.7%	1	2.0%	3	18.8%	12	5.2%	
(blank)	3	13.6%																	1	2.0%	1	6.3%	5	2.2%	
Yes	9	40.9%	15	100.0%	14	100.0%	1	100.0%	51	96.2%	18	94.7%	1	100.0%	17	60.7%	7	58.3%	39	79.6%	9	56.3%	181	78.7%	
LIMIT-T																				1	2.0%			1	0.4%
X	1	4.5%															1	8.3%	1	2.0%			3	1.3%	
(blank)	8	36.4%	15	100.0%	14	100.0%	1	100.0%	51	96.2%	18	94.7%	1	100.0%	17	60.7%	6	50.0%	37	75.5%	9	56.3%	177	77.0%	
Total	22	100.0%	15	100.0%	14	100.0%	1	100.0%	53	100.0%	19	100.0%	1	100.0%	28	100.0%	12	100.0%	49	100.0%	16	100.0%	230	100.0%	
LIMIT-T	Limitations of available technology											TIME Not enough time/support to implement/maintain website													
NK	Not enough knowledge of or experience with this technology											UCSD-L Use UCSD Libraries' services													
NN	Not needed for pedagogical material and/or methods											X Response is cryptic or irrelevant													

### Q2

What kinds of websites are they? (check all that apply)

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Static HTML (may include images, video, audio (e.g. podcast links), etc.)	10	43.5%	11	73.3%	13	68.4%			45	81.8%	12	57.1%			14	48.3%	5	41.7%	27	55.1%	7	6.9%	144	44.2%
Wiki	1	4.3%	1	6.7%	2	10.5%			6	10.9%	1	4.8%							2	4.1%			13	4.0%
Learning Management System (WebCT)	3	13.0%	6	40.0%	4	21.1%	1	100.0%	13	23.6%	6	28.6%	1	100.0%	4	13.8%	4	33.3%	15	30.6%	3	3.0%	60	18.4%

### Q3

Who developed the websites? (check all that apply)

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yourself	9	39.1%	12	80.0%	12	63.2%	1	100.0%	47	85.5%	14	66.7%	1	100.0%	16	55.2%	1	8.3%	30	61.2%	6	5.9%	149	45.7%
Teaching assistant/Staff Assistant	2	8.7%	4	26.7%	4	21.1%	1	100.0%	14	25.5%	6	28.6%	1	100.0%	2	6.9%	4	33.3%	14	28.6%	4	4.0%	56	17.2%
ASST	1	4.3%			1	5.3%			1	1.8%							2	16.7%	3	6.1%	1	1.0%	9	2.8%
COLL	1	4.3%	1	6.7%	1	5.3%			1	1.8%					1	3.4%	1	8.3%			1	1.0%	7	2.1%
SELF			2	13.3%																			2	0.6%
STU									1	1.8%									1	2.0%			2	0.6%
UCSD-L	2	8.7%																					2	0.6%
ASST	Assistant (TA, RA, office or technical staff)											STU Students												
COLL	Colleagues – other faculty											UCSD-L UCSD Libraries												
SELF	Primarily my responsibility (may be with assistance)																							

### Q4

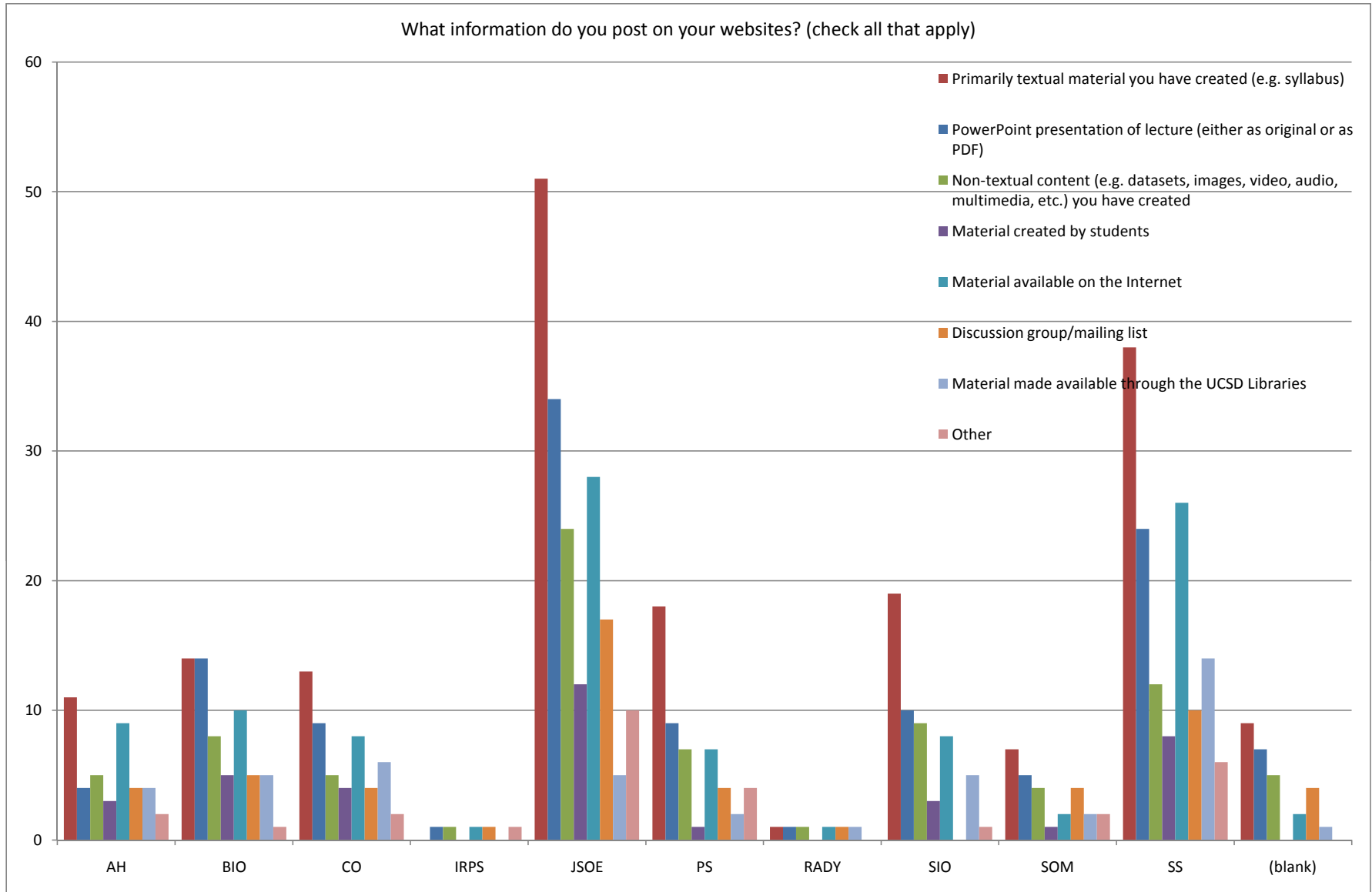
What information do you post on your websites? (check all that apply)

FACULTY SURVEY - Comments - selected questions - by Div/School

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Primarily textual material you have created (e.g. syllabus)	11	47.8%	14	93.3%	13	68.4%			51	92.7%	18	85.7%	1	100.0%	19	65.5%	7	58.3%	38	77.6%	9	8.9%	181	55.5%
PowerPoint presentation of lecture (either as original or as PDF)	4	17.4%	14	93.3%	9	47.4%	1	100.0%	34	61.8%	9	42.9%	1	100.0%	10	34.5%	5	41.7%	24	49.0%	7	6.9%	118	36.2%
Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.) you have created	5	21.7%	8	53.3%	5	26.3%	1	100.0%	24	43.6%	7	33.3%	1	100.0%	9	31.0%	4	33.3%	12	24.5%	5	5.0%	81	24.8%
Material created by students	3	13.0%	5	33.3%	4	21.1%			12	21.8%	1	4.8%			3	10.3%	1	8.3%	8	16.3%			37	11.3%
Material available on the Internet	9	39.1%	10	66.7%	8	42.1%	1	100.0%	28	50.9%	7	33.3%	1	100.0%	8	27.6%	2	16.7%	26	53.1%	2	2.0%	102	31.3%
Discussion group/ mailing list	4	17.4%	5	33.3%	4	21.1%	1	100.0%	17	30.9%	4	19.0%	1	100.0%			4	33.3%	10	20.4%	4	4.0%	54	16.6%
Material made available through the UCSD Libraries	4	17.4%	5	33.3%	6	31.6%			5	9.1%	2	9.5%	1	100.0%	5	17.2%	2	16.7%	14	28.6%	1	1.0%	45	13.8%
Other	2	8.7%	1	6.7%	2	10.5%	1	100.0%	10	18.2%	4	19.0%			1	3.4%	2	16.7%	6	12.2%			29	8.9%
ONLINE							1	100.0%	1	1.8%	1	4.8%					1	8.3%	2	4.1%			6	1.8%
SELF	2	8.7%	1	6.7%	2	10.5%			9	16.4%	3	14.3%					1	8.3%	3	6.1%			21	6.4%
STU																			1	2.0%			1	0.3%
X														1	3.4%								1	0.3%

ONLINE Online materials (links, videos, podcasts)  
 SELF Materials I have produced (may be with assistance)  
 STU Student-produced materials  
 X Response is cryptic or irrelevant

# FACULTY SURVEY - Comments - selected questions - by Div/School



FACULTY SURVEY - Comments - selected questions - by Div/School

**Q5**

If you post material created by students, please indicate type below.

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Primarily textual	1	4.3%	2	13.3%	2	10.5%	1	100.0%	11	20.0%					1	3.4%	2	16.7%	9	18.4%	1	1.0%	30	9.2%
Non-textual (data sets, images, video, audio, multimedia, etc.)	3	13.0%	3	20.0%	2	10.5%			6	10.9%	1	4.8%			2	6.9%			2	4.1%	1	1.0%	20	6.1%

**Q6**

If you post material available on the Internet, please check source(s) below. (check all that apply)

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Links to individual pages/concrete pieces	7	30.4%	8	53.3%	5	26.3%	1	100.0%	28	50.9%	10	47.6%	1	100.0%	7	24.1%	1	8.3%	21	42.9%	6	5.9%	95	29.1%
Links to video sites like YouTube	4	17.4%	1	6.7%	1	5.3%			4	7.3%	2	9.5%	1	100.0%	1	3.4%			6	12.2%	3	3.0%	23	7.1%
Links to general resources, e.g., Wikipedia, Library of Congress	4	17.4%	7	46.7%	5	26.3%			15	27.3%	6	28.6%	1	100.0%	4	13.8%	2	16.7%	16	32.7%	3	3.0%	63	19.3%
Material copied from other sites	2	8.7%	4	26.7%	2	10.5%	1	100.0%	3	5.5%	3	14.3%			1	3.4%	1	8.3%	4	8.2%			21	6.4%
GEN			2	13.3%					1	1.8%							1	8.3%					4	1.2%
IP	2	8.7%													2	6.9%			1	2.0%			5	1.5%
MEDIA			1	6.7%					1	1.8%									1	2.0%			2	0.6%
SELF																			1	2.0%			1	0.3%
STU	1	4.3%																					1	0.3%
UCSD-L																			1	2.0%	1	1.0%	2	0.6%

GEN Links to general resources  
 IP Links to individual pages  
 MEDIA Links to other media – animations, blogs  
 SELF Materials for which I am primarily responsible  
 STU Students  
 UCSD-L UCSD Libraries

FACULTY SURVEY - Comments - selected questions - by Div/School

Q9

2.  Do you use class and/or learning management systems for any of your courses? If No, please comment on why you don't use these and/or obstacles to using these.

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	15	83.3%	9	60.0%	8	57.1%	1	100.0%	35	71.4%	14	77.8%			22	91.7%	9	90.0%	32	74.4%	9	81.8%	154	75.5%
CI	1	5.6%																	1	2.3%			2	1.0%
LIMIT-T			1	6.7%					3	6.1%	2	11.1%			1	4.2%			2	4.7%			9	4.4%
NK	1	5.6%	3	20.0%	3	21.4%			14	28.6%	3	16.7%			7	29.2%	5	50.0%	13	30.2%	2	18.2%	51	25.0%
NN	7	38.9%	1	6.7%	1	7.1%			5	10.2%	2	11.1%			6	25.0%			6	14.0%	2	18.2%	30	14.7%
TIME	1	5.6%							1	2.0%					1	4.2%					1	9.1%	4	2.0%
X	1	5.6%									1	5.6%			2	8.3%	1	10.0%					5	2.5%
(blank)	4	22.2%	4	26.7%	4	28.6%	1	100.0%	12	24.5%	6	33.3%			5	20.8%	3	30.0%	10	23.3%	4	36.4%	53	26.0%
Yes	3	16.7%	6	40.0%	6	42.9%			14	28.6%	4	22.2%	1	100.0%	2	8.3%	1	10.0%	11	25.6%	2	18.2%	50	24.5%
LIMIT-T									1	2.0%									1	2.3%			2	1.0%
NK											1	5.6%											1	0.5%
X	1	5.6%																					1	0.5%
(blank)	2	11.1%	6	40.0%	6	42.9%			13	26.5%	3	16.7%	1	100.0%	2	8.3%	1	10.0%	10	23.3%	2	18.2%	46	22.5%
Total	18	100.0%	15	100.0%	14	100.0%	1	100.0%	49	100.0%	18	100.0%	1	100.0%	24	100.0%	10	100.0%	43	100.0%	11	100.0%	204	100.0%

- CI Copyright or privacy issues
- LIMIT-T Limitations of available technology (WebCT or other)
- NK No knowledge of/experience with this technology
- NN No need for these functions.
- TIME Not enough time/support to implement/maintain website
- X Response is cryptic or irrelevant

FACULTY SURVEY - Comments - selected questions - by Div/School

Q19

5.  Do you access the web (live access) while you are teaching (in support of your teaching)?

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	7	31.8%	8	57.1%	11	64.7%	1	100.0%	35	66.0%	10	52.6%			12	50.0%	8	72.7%	23	51.1%	7	58.3%	122	55.7%
Yes	15	68.2%	6	42.9%	6	35.3%			18	34.0%	9	47.4%	1	100.0%	12	50.0%	3	27.3%	22	48.9%	5	41.7%	97	44.3%
Total	22	100.0%	14	100.0%	17	100.0%	1	100.0%	53	100.0%	19	100.0%	1	100.0%	24	100.0%	11	100.0%	45	100.0%	12	100.0%	219	100.0%

Q20

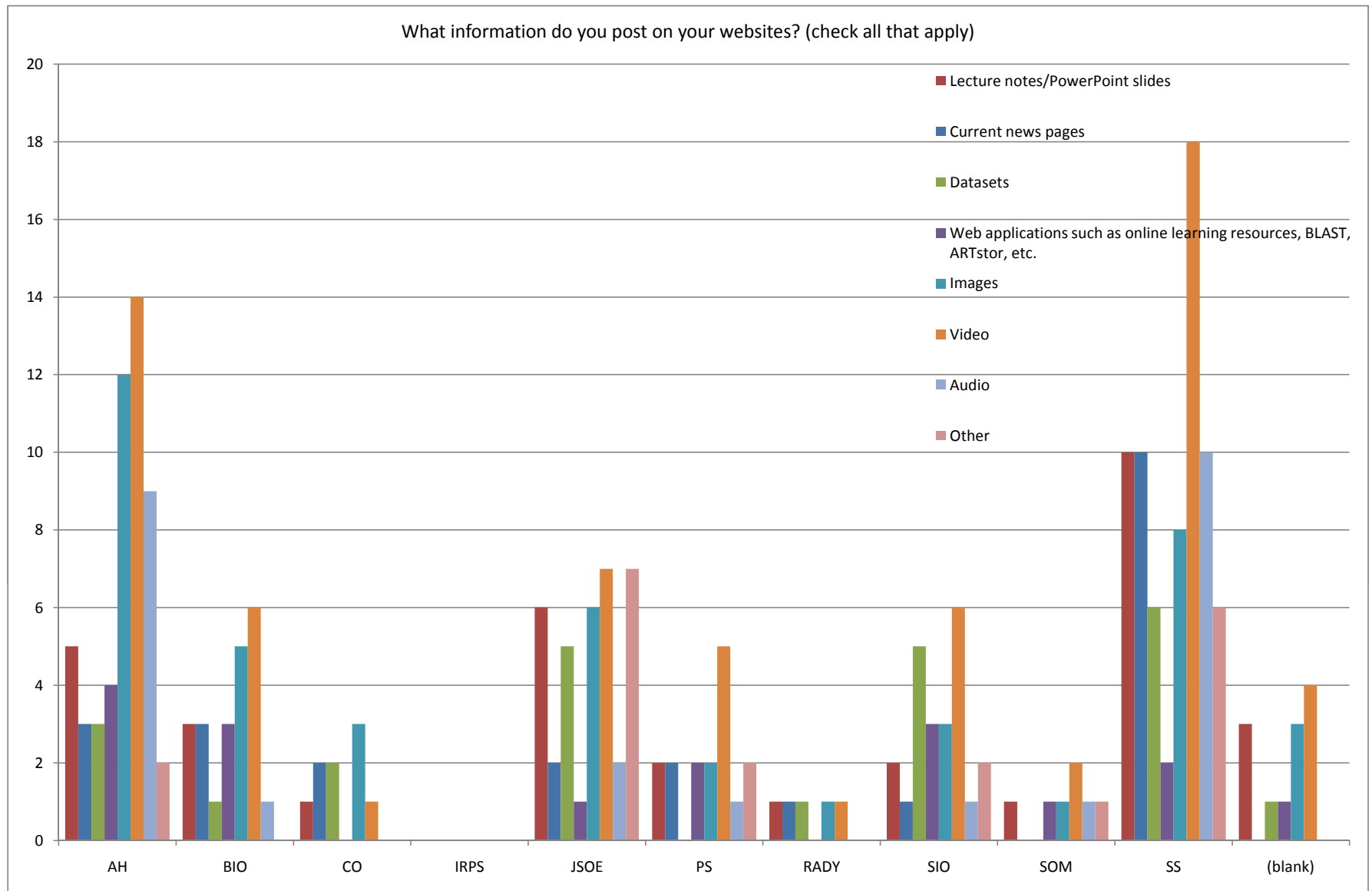
If Yes, what do you access while using the Web while teaching? (check all that apply)

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Lecture notes/PowerPoint slides	5	21.7%	3	20.0%	1	5.3%			6	10.9%	2	9.5%	1	100.0%	2	6.9%	1	8.3%	10	20.4%	3	3.0%	34	10.4%
Current news pages	3	13.0%	3	20.0%	2	10.5%			2	3.6%	2	9.5%	1	100.0%	1	3.4%			10	20.4%			24	7.4%
Datasets	3	13.0%	1	6.7%	2	10.5%			5	9.1%			1	100.0%	5	17.2%			6	12.2%	1	1.0%	24	7.4%
Web applications such as online learning resources, BLAST, ARTstor, etc.	4	17.4%	3	20.0%					1	1.8%	2	9.5%			3	10.3%	1	8.3%	2	4.1%	1	1.0%	17	5.2%
Images	12	52.2%	5	33.3%	3	15.8%			6	10.9%	2	9.5%	1	100.0%	3	10.3%	1	8.3%	8	16.3%	3	3.0%	44	13.5%
Video	14	60.9%	6	40.0%	1	5.3%			7	12.7%	5	23.8%	1	100.0%	6	20.7%	2	16.7%	18	36.7%	4	4.0%	64	19.6%
Audio	9	39.1%	1	6.7%					2	3.6%	1	4.8%			1	3.4%	1	8.3%	10	20.4%			25	7.7%
Other	2	8.7%							7	12.7%	2	9.5%			2	6.9%	1	8.3%	6	12.2%			20	6.1%
DOT	2	8.7%							2	3.6%	1	4.8%			1	3.4%	1	8.3%	3	6.1%			10	3.1%
UCSD-L																			1	2.0%			1	0.3%
UCSD-O									1	1.8%													1	0.3%
UNIV											1	4.8%											1	0.3%
X									4	7.3%					1	3.4%			2	4.1%			7	2.1%

DOT Non-government online programs (dot coms)  
 UCSD-L UCSD Libraries  
 UCSD-O Other UCSD (<http://up.ucsd.edu/>)  
 UNIV Other universities  
 X Response is cryptic or irrelevant



# FACULTY SURVEY - Comments - selected questions - by Div/School



FACULTY SURVEY - Comments - selected questions - by Div/School

Q22

6. Do you ask students to submit assignments electronically?

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
No	11	47.8%	12	80.0%	7	50.0%	1	100.0%	31	59.6%	17	89.5%			16	64.0%	8	66.7%	22	44.9%	6	50.0%	131	58.7%	
ASST			1	6.7%															1	2.0%			1	0.4%	
CI																			1	2.0%			1	0.4%	
LIMIT-T	2	8.7%			2	14.3%			12	23.1%	2	10.5%			3	12.0%			5	10.2%	1	8.3%	27	12.1%	
NK					1	7.1%													2	4.1%			3	1.3%	
NN	8	34.8%	3	20.0%	1	7.1%	1	100.0%	4	7.7%	5	26.3%			4	16.0%	4	33.3%	4	8.2%	1	8.3%	35	15.7%	
OPT															1	4.0%							1	0.4%	
TIME																				2	4.1%			2	0.9%
X			1	6.7%											1	4.0%	2	16.7%	1	2.0%			5	2.2%	
(blank)	1	4.3%	7	46.7%	3	21.4%			15	28.8%	10	52.6%			7	28.0%	2	16.7%	7	14.3%	4	33.3%	56	25.1%	
Yes	12	52.2%	3	20.0%	7	50.0%			21	40.4%	2	10.5%	1	100.0%	9	36.0%	4	33.3%	27	55.1%	6	50.0%	92	41.3%	
ASST	1	4.3%																					1	0.4%	
NN	1	4.3%																					1	0.4%	
OPT					1	7.1%			1	1.9%													2	0.9%	
X	1	4.3%			1	7.1%			1	1.9%										3	6.1%			6	2.7%
(blank)	9	39.1%	3	20.0%	5	35.7%			19	36.5%	2	10.5%	1	100.0%	9	36.0%	4	33.3%	24	49.0%	6	50.0%	82	36.8%	
Total	23	100.0%	15	100.0%	14	100.0%	1	100.0%	52	100.0%	19	100.0%	1	100.0%	25	100.0%	12	100.0%	49	100.0%	12	100.0%	223	100.0%	

ASST	TA does this.
CI	Copyright issues
LIMIT-T	Students or I find limitations with available technology
NK	Not enough knowledge of or experience with this technology
NN	Not needed for pedagogical material and/or methods
OPT	Students are given the option to submit electronically
TIME	Not enough time/support to implement/maintain website
X	Response is cryptic or irrelevant

FACULTY SURVEY - Comments - selected questions - by Div/School

**Q27**

7. Do you ask students to produce digital material for course-related assignments? If Yes, please describe:

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	17	73.9%	12	80.0%	11	57.9%	1	100.0%	31	56.4%	15	71.4%	1	100.0%	16	55.2%	10	83.3%	38	77.6%	8	7.9%	160	49.1%
NK															1	3.4%							1	0.3%
SOFT					1	5.3%											1	8.3%					1	0.3%
X																							1	0.3%
Yes	6	26.1%	2	13.3%	3	15.8%			21	38.2%	2	9.5%			7	24.1%	1	8.3%	11	22.4%	6	5.9%	59	18.1%
CODE									6	10.9%					1	3.4%							7	2.1%
DATA											1	4.8%			1	3.4%							2	0.6%
MEDIA	1	4.3%	1	6.7%																1	1.0%	3	0.9%	
NK																				1	1.0%	1	0.3%	
SIM									2	3.6%												2	0.6%	
SOFT			1	6.7%	3	15.8%			9	16.4%	1	4.8%			5	17.2%	1	8.3%	9	18.4%	1	1.0%	30	9.2%
WEB	1	4.3%																	1	2.0%	1	1.0%	3	0.9%
X	3	13.0%																				3	0.9%	
<b>Total</b>	<b>23</b>	<b>100.0%</b>	<b>15</b>	<b>100.0%</b>	<b>19</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>55</b>	<b>100.0%</b>	<b>21</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>29</b>	<b>100.0%</b>	<b>12</b>	<b>100.0%</b>	<b>49</b>	<b>100.0%</b>	<b>101</b>	<b>100.0%</b>	<b>326</b>	<b>100.0%</b>

CODE Programming code or script  
 DATA Datasets  
 MEDIA Media - videos  
 NK I don't know this technology to teach them.  
 SIM Simulations  
 SOFT Standard software programs – PowerPoint, Word, PDF  
 WEB Websites  
 X Response is cryptic or irrelevant

**Q31**

9. Do you teach students how to efficiently locate and effectively use material available on the Internet for course-related activities?

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	17	73.9%	9	69.2%	9	69.2%	1	100.0%	38	79.2%	11	64.7%			14	66.7%	8	72.7%	30	61.2%	6	60.0%	143	69.1%
Yes	6	26.1%	4	30.8%	4	30.8%			10	20.8%	6	35.3%	1	100.0%	7	33.3%	3	27.3%	19	38.8%	4	40.0%	64	30.9%
<b>Total</b>	<b>23</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>48</b>	<b>100.0%</b>	<b>17</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>21</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>	<b>49</b>	<b>100.0%</b>	<b>10</b>	<b>100.0%</b>	<b>207</b>	<b>100.0%</b>

**Q34**

10. Do you ask students to use material available via the Libraries' e-reserve services?

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	11	52.4%	11	73.3%	8	57.1%			42	82.4%	15	88.2%			17	70.8%	6	60.0%	23	46.9%	6	60.0%	139	65.3%
Yes	10	47.6%	4	26.7%	6	42.9%	1	100.0%	9	17.6%	2	11.8%	1	100.0%	7	29.2%	4	40.0%	26	53.1%	4	40.0%	74	34.7%
<b>Total</b>	<b>21</b>	<b>100.0%</b>	<b>15</b>	<b>100.0%</b>	<b>14</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>51</b>	<b>100.0%</b>	<b>17</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>10</b>	<b>100.0%</b>	<b>49</b>	<b>100.0%</b>	<b>10</b>	<b>100.0%</b>	<b>213</b>	<b>100.0%</b>

FACULTY SURVEY - Comments - selected questions - by Div/School

Q52

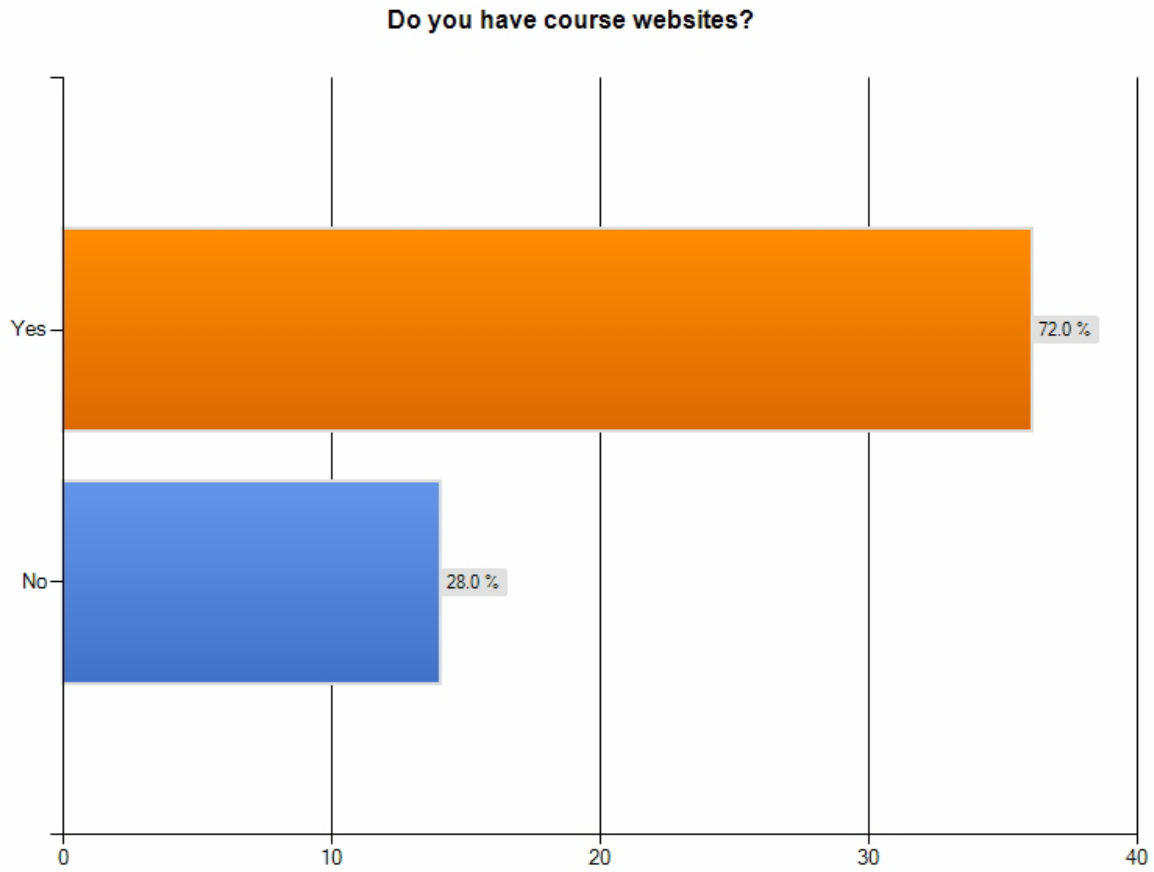
13. Are you deliberately teaching skills that develop students' understanding that they are not only consumers of electronic information, but contributors and creators as well?

If No, please comment on the reasons for not doing this:

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	16	69.6%	13	86.7%	10	52.6%	1	100.0%	33	60.0%	16	76.2%			18	62.1%	11	91.7%	41	83.7%	9	8.9%	168	51.5%
?	2	8.7%	1	6.7%	1	5.3%									3	10.3%					1	1.0%	7	2.1%
FUT																			1	2.0%			2	0.6%
NK	1	4.3%					1	100.0%	1	1.8%	1	4.8%							4	8.2%			8	2.5%
NN	8	34.8%	4	26.7%	4	21.1%			11	20.0%	6	28.6%			6	20.7%	7	58.3%	15	30.6%	1	1.0%	62	19.0%
STU									5	9.1%					1	3.4%	1	8.3%			1	1.0%	8	2.5%
TIME	1	4.3%	2	13.3%	2	10.5%			3	5.5%					1	3.4%	1	8.3%	5	10.2%	3	3.0%	18	5.5%
UCSD-O																					1	1.0%	1	0.3%
X									1	1.8%	1	4.8%			3	10.3%			3	6.1%	2	2.0%	10	3.1%
(blank)	4	17.4%	6	40.0%	3	15.8%			12	21.8%	8	38.1%			4	13.8%	2	16.7%	13	26.5%			52	16.0%
Yes	5	21.7%	2	13.3%	4	21.1%			16	29.1%	1	4.8%	1	100.0%	5	17.2%			7	14.3%	1	1.0%	42	12.9%
(blank)	2	8.7%			5	26.3%			6	10.9%	4	19.0%			6	20.7%	1	8.3%	1	2.0%			91	90.1%
NN									1	1.8%													1	0.3%
X																			1	2.0%			1	0.3%
(blank)	2	8.7%			5	26.3%			5	9.1%	4	19.0%			6	20.7%	1	8.3%			91	90.1%	114	35.0%
Total	23	100.0%	15	100.0%	19	100.0%	1	100.0%	55	100.0%	21	100.0%	1	100.0%	29	100.0%	12	100.0%	49	100.0%	101	100.0%	326	100.0%

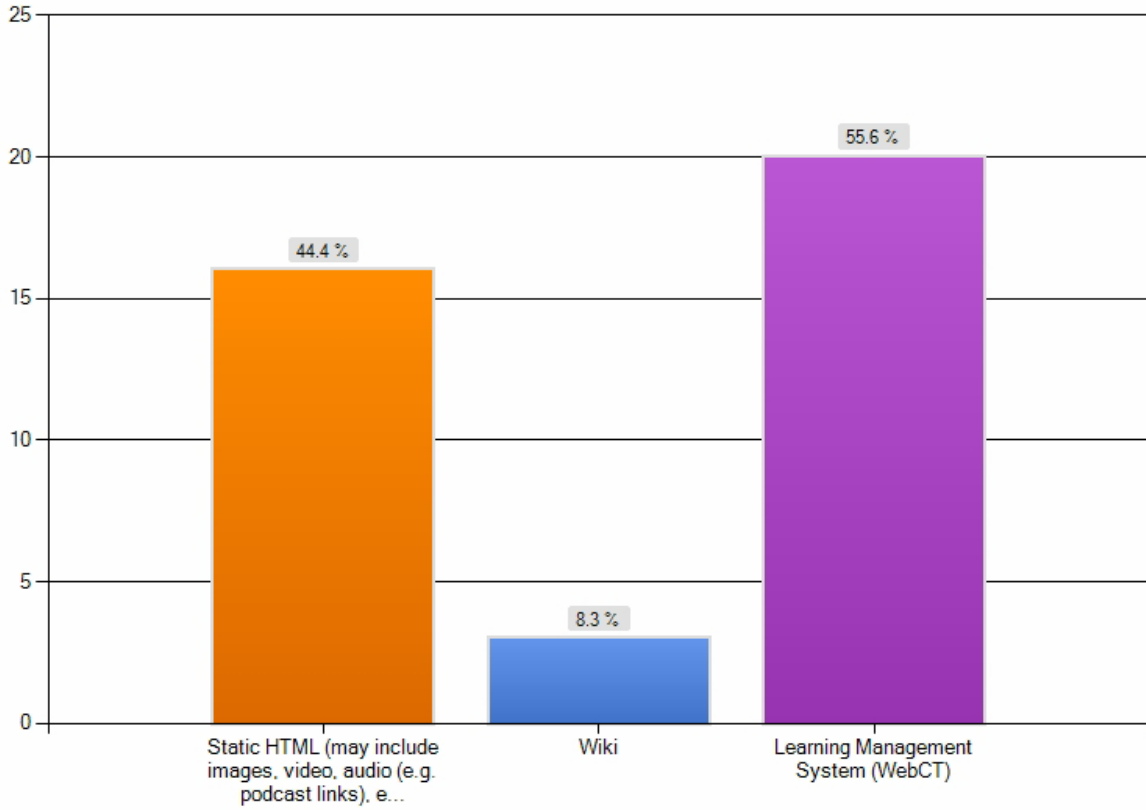
- ? I don't know ... never thought of it...no specific reason
- FUT Will consider in the future
- NK Not enough knowledge about one or more categories
- NN Not needed for pedagogical material and/or methods
- STU Students know this already
- TIME Not enough time to deal with these issues in class
- UCSD-O This should be covered in other classes
- X Response is cryptic or irrelevant

**Winter Quarter Instructors (NSF) Survey – Question 1**  
*Winter Quarter 2009*



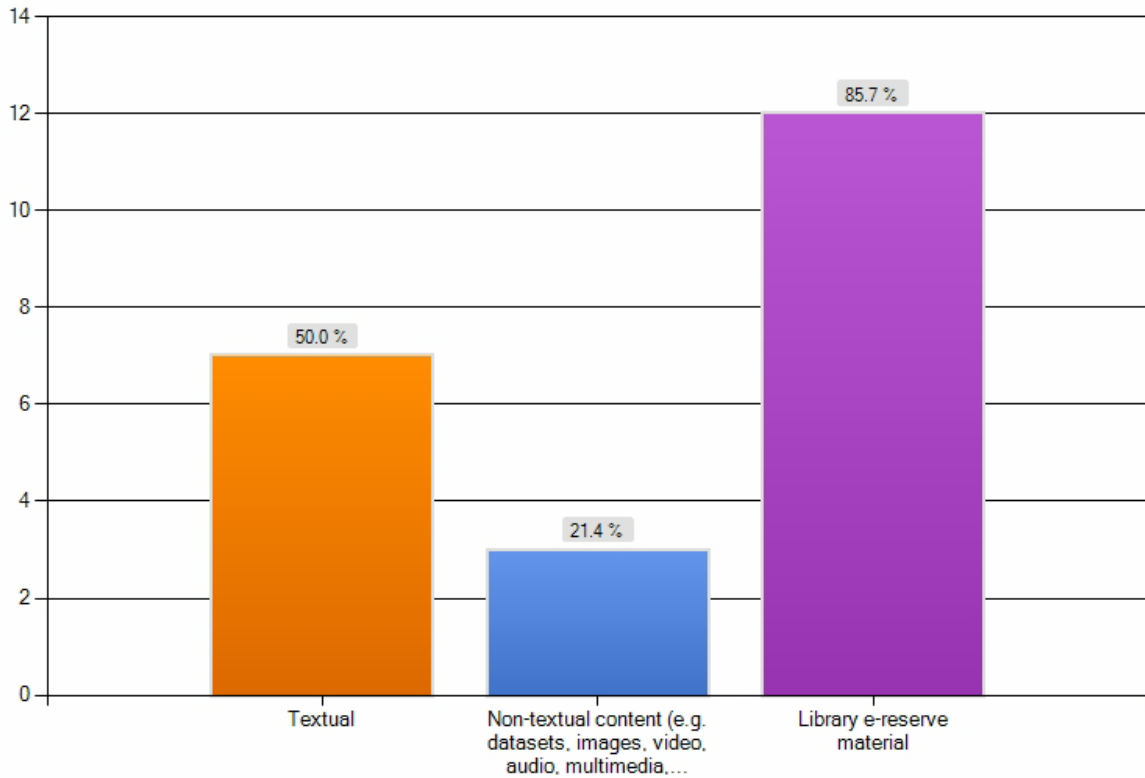
**Winter Quarter Instructors (NSF) Survey – Question 2**  
*Winter Quarter 2009*

**What kinds of websites are they? (check all that apply)**

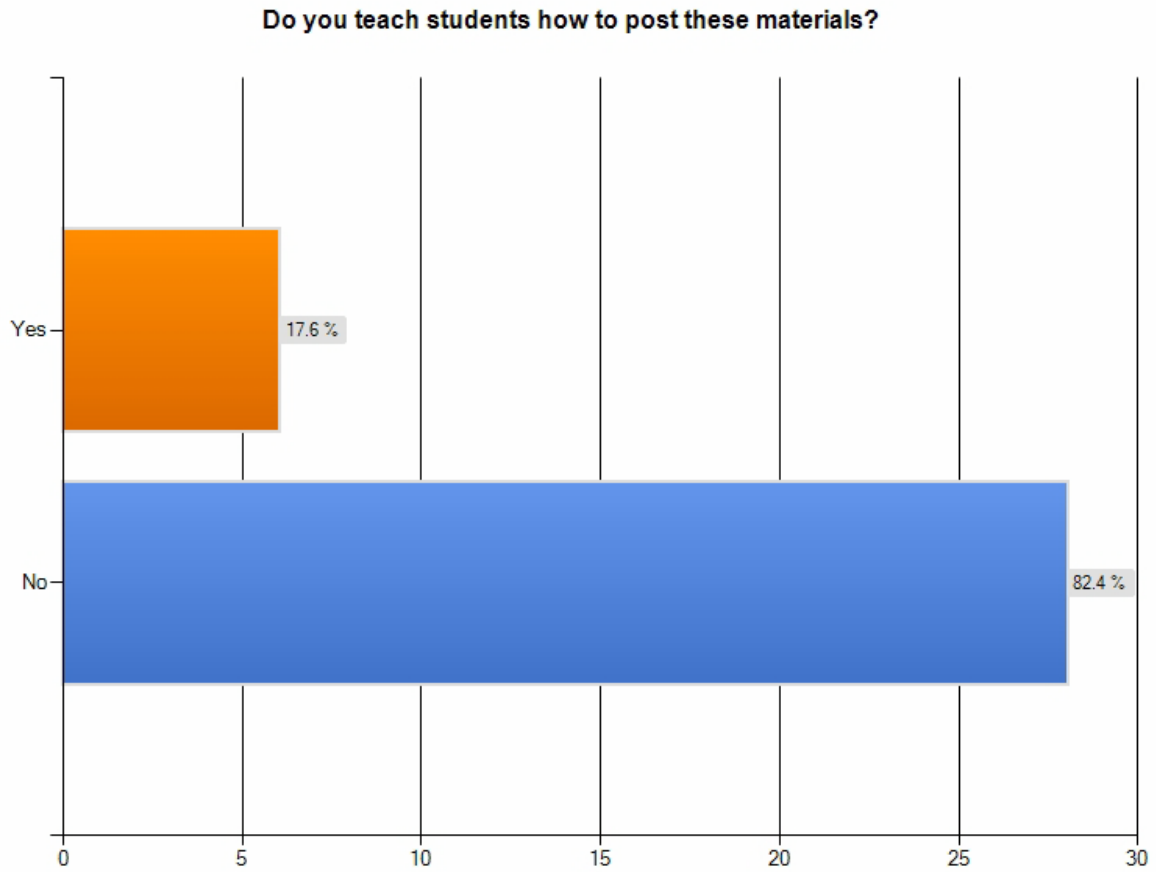


**Winter Quarter Instructors (NSF) Survey – Question 7**  
*Winter Quarter 2009*

If you post material made available through the UCSD Libraries, please indicate type below. (check all that apply)

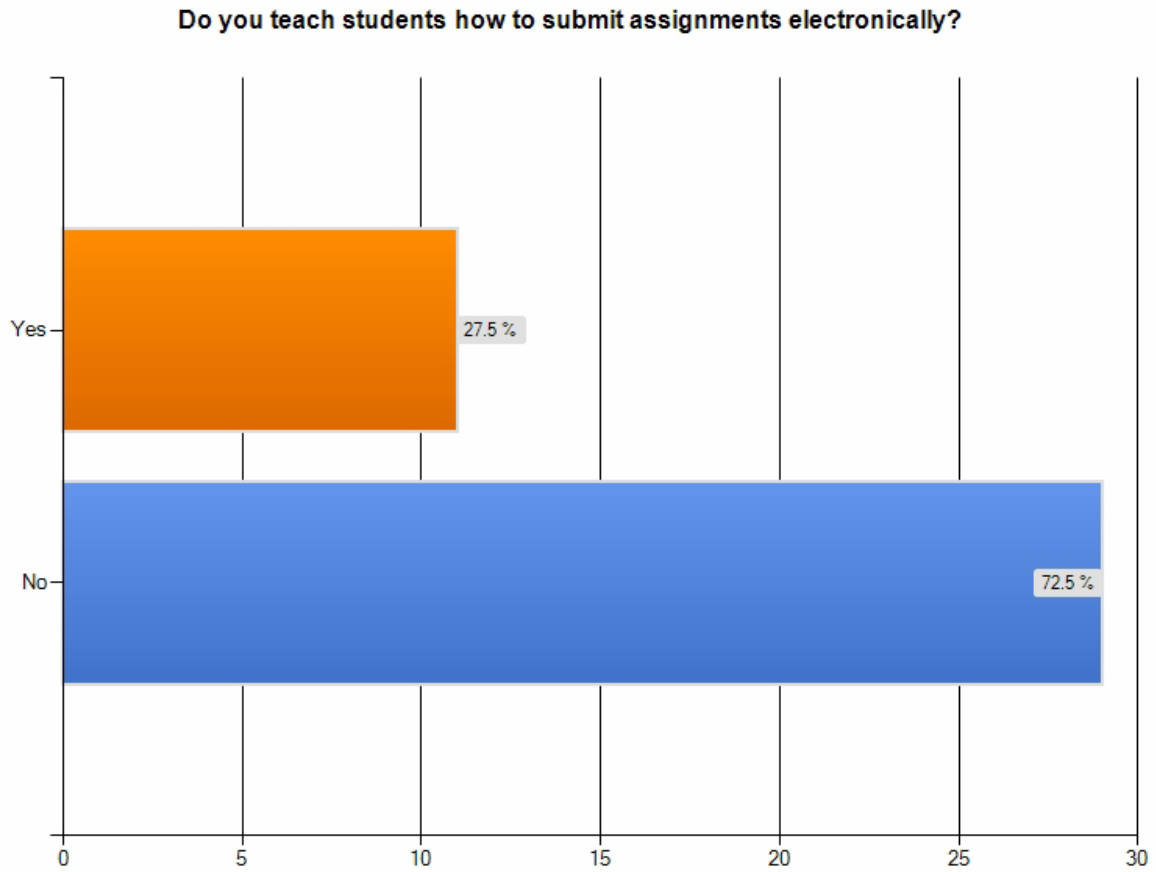


**Winter Quarter Instructors (NSF) Survey – Question 16**  
*Winter Quarter 2009*



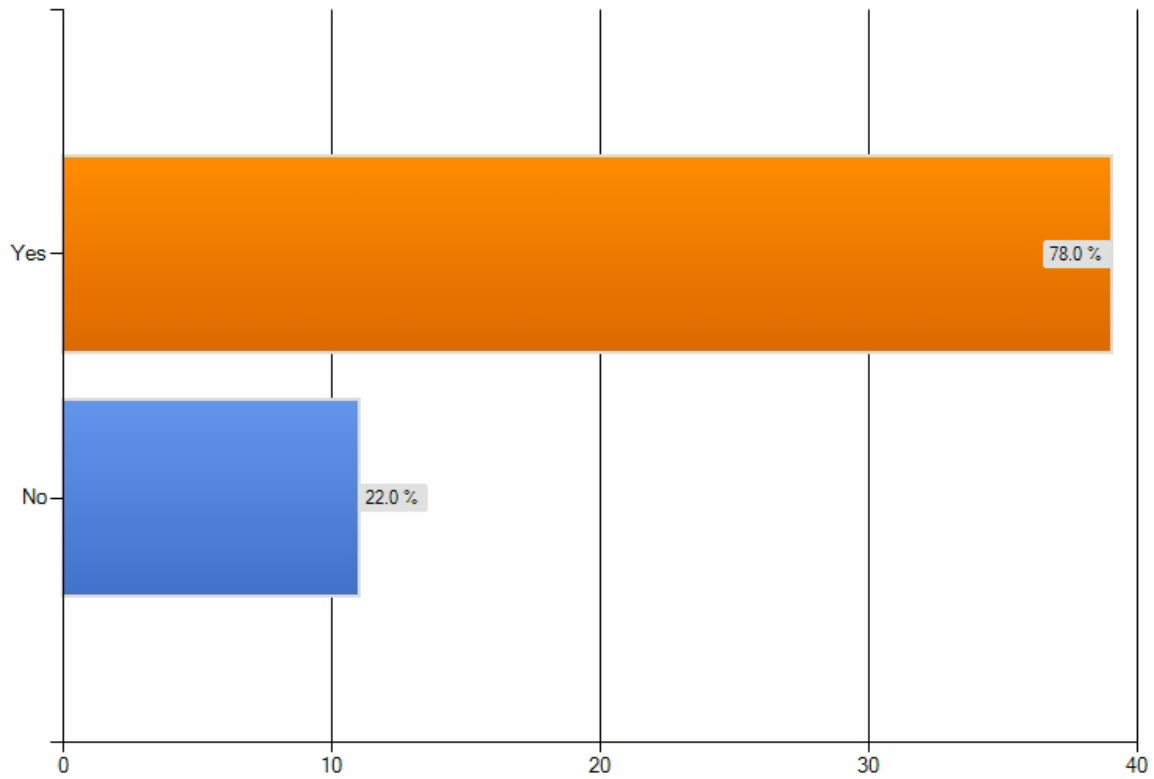


**Winter Quarter Instructors (NSF) Survey – Question 24**  
*Winter Quarter 2009*

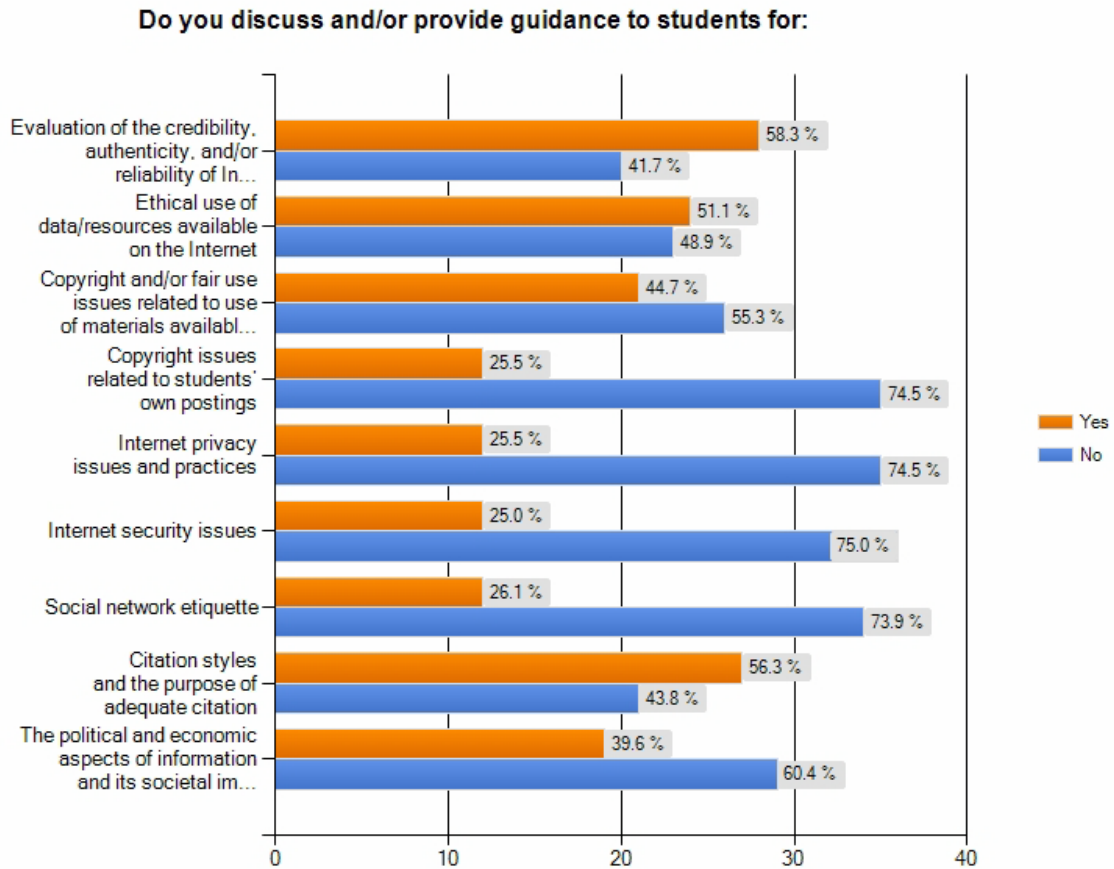


**Winter Quarter Instructors (NSF) Survey – Question 28**  
*Winter Quarter 2009*

**Do you ask students to use material available on the Internet for course-related activities (beyond the material available on the course website)?**

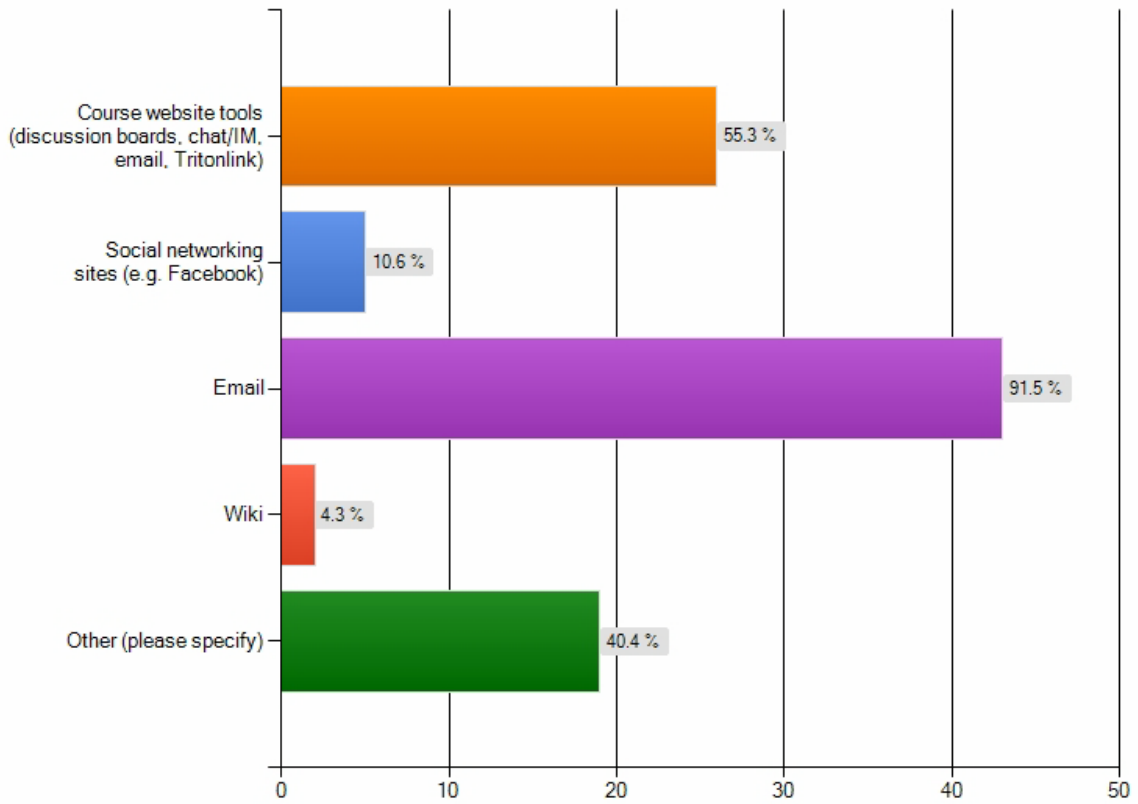


**Winter Quarter Instructors (NSF) Survey – Question 39**  
*Winter Quarter 2009*



**Winter Quarter Instructors (NSF) Survey – Question 51**  
*Winter Quarter 2009*

**How do you communicate with your students? (check all that apply)**



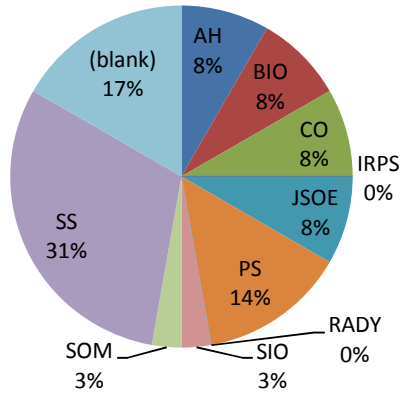
LECTURER (WQ) - Comments - selected questions - by Div/School

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Do you have course websites?																								
No	5	62.5%		0.0%	4	57.1%	3	100.0%	1	25.0%		0.0%				0.0%		0.0%	1	8.3%		0.0%	14	28.0%
Yes	3	37.5%	3	100.0%	3	42.9%		0.0%	3	75.0%	5	100.0%			1	100.0%	1	100.0%	11	91.7%	6	100.0%	36	72.0%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	4	100.0%	5	100.0%			1	100.0%	1	100.0%	12	100.0%	6	100.0%	50	100.0%
2. <input type="checkbox"/> Do you use class and/or learning management systems for any of your courses?																								
No	3	75.0%		0.0%	5	83.3%	1	100.0%	3	75.0%	2	40.0%				0.0%	1	100.0%	7	63.6%	6	100.0%	28	66.7%
Yes	1	25.0%	3	100.0%	1	16.7%		0.0%	1	25.0%	3	60.0%			1	100.0%		0.0%	4	36.4%		0.0%	14	33.3%
Total	4	100.0%	3	100.0%	6	100.0%	1	100.0%	4	100.0%	5	100.0%			1	100.0%	1	100.0%	11	100.0%	6	100.0%	42	100.0%
3. <input type="checkbox"/> Do you ask students to post applicable material to your course websites?																								
No	5	100.0%	2	66.7%	6	100.0%	1	100.0%		0.0%	5	100.0%			1	100.0%	1	100.0%	7	70.0%	6	100.0%	34	82.9%
Yes		0.0%	1	33.3%		0.0%		0.0%	3	100.0%		0.0%				0.0%		0.0%	3	30.0%		0.0%	7	17.1%
Total	5	100.0%	3	100.0%	6	100.0%	1	100.0%	3	100.0%	5	100.0%			1	100.0%	1	100.0%	10	100.0%	6	100.0%	41	100.0%
4. <input type="checkbox"/> Do you teach students how to post these materials?																								
No	3	100.0%	3	100.0%	5	100.0%	1	100.0%		0.0%	4	100.0%					1	100.0%	5	62.5%	6	100.0%	28	82.4%
Yes		0.0%		0.0%		0.0%		0.0%	3	100.0%		0.0%						0.0%	3	37.5%		0.0%	6	17.6%
Total	3	100.0%	3	100.0%	5	100.0%	1	100.0%	3	100.0%	4	100.0%					1	100.0%	8	100.0%	6	100.0%	34	100.0%
5. <input type="checkbox"/> Do you access the web (live access) while you are teaching (in support of your teaching)?																								
No	6	75.0%	1	33.3%	4	57.1%	1	33.3%		0.0%	4	80.0%			1	100.0%	1	100.0%	5	41.7%	3	50.0%	26	52.0%
Yes	2	25.0%	2	66.7%	3	42.9%	2	66.7%	4	100.0%	1	20.0%				0.0%		0.0%	7	58.3%	3	50.0%	24	48.0%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	4	100.0%	5	100.0%			1	100.0%	1	100.0%	12	100.0%	6	100.0%	50	100.0%
6. Do you ask students to submit assignments electronically?																								
No	6	75.0%		0.0%	5	71.4%		0.0%		0.0%	2	40.0%			1	100.0%	1	100.0%	7	58.3%	3	60.0%	25	51.0%
Yes	2	25.0%	3	100.0%	2	28.6%	3	100.0%	4	100.0%	3	60.0%				0.0%		0.0%	5	41.7%	2	40.0%	24	49.0%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	4	100.0%	5	100.0%			1	100.0%	1	100.0%	12	100.0%	5	100.0%	49	100.0%

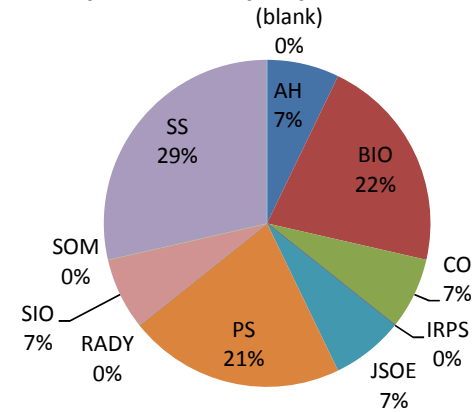
# LECTURER (WQ) - Comments - selected questions - by Div/School

% of all YES answers to the question

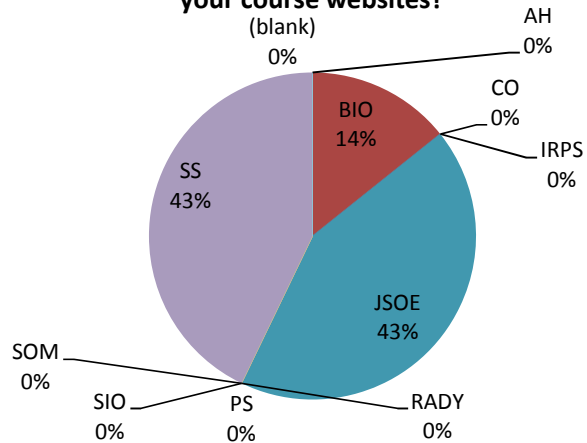
## 1. Do you have course websites?



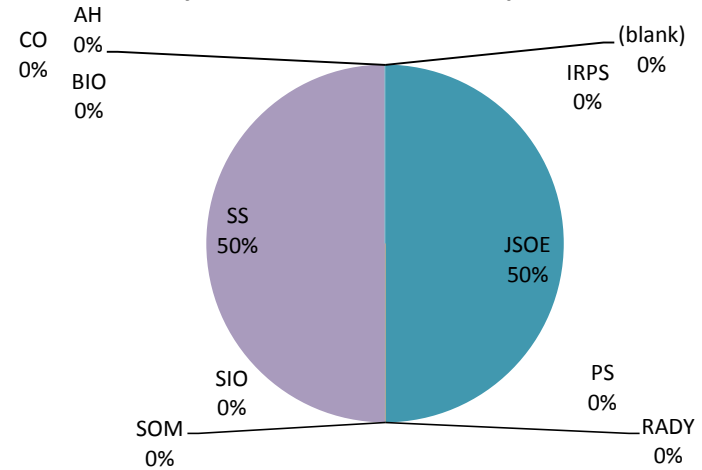
## 2. Do you use class and/or learning management systems for any of your courses?



## 3. Do you ask students to post applicable material to your course websites?



## 4. Do you teach students how to post these materials?



LECTURER (WQ) - Comments - question 39.11. - by Div/School

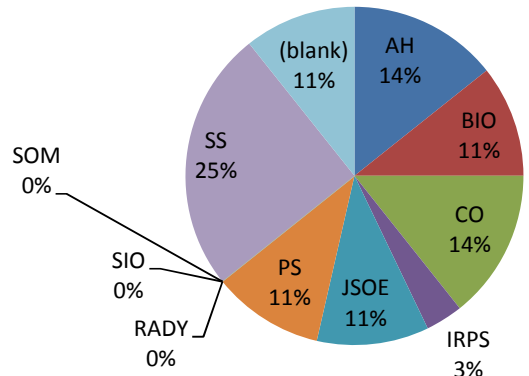
	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
11. Do you discuss and/or provide guidance to students for:																								
Evaluation of the credibility, authenticity, and/or reliability of Internet resources																								
No	4	50.0%		0.0%	3	42.9%	2	66.7%		0.0%	2	40.0%		0.0%	1	100.0%	1	100.0%	5	41.7%	2	40.0%	20	41.7%
Yes	4	50.0%	3	100.0%	4	57.1%	1	33.3%	3	100.0%	3	60.0%		0.0%		0.0%		0.0%	7	58.3%	3	60.0%	28	58.3%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%		0.0%	1	100.0%	1	100.0%	12	100.0%	5	100.0%	48	100.0%
Ethical use of data/resources available on the Internet																								
No	4	50.0%	1	33.3%	3	42.9%	2	66.7%		0.0%	2	40.0%		0.0%	1	100.0%	1	100.0%	6	50.0%	3	75.0%	23	48.9%
Yes	4	50.0%	2	66.7%	4	57.1%	1	33.3%	3	100.0%	3	60.0%		0.0%		0.0%		0.0%	6	50.0%	1	25.0%	24	51.1%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%		0.0%	1	100.0%	1	100.0%	12	100.0%	4	100.0%	47	100.0%
Copyright and/or fair use issues related to use of materials available on the Internet																								
No	4	50.0%	3	100.0%	3	42.9%	2	66.7%		0.0%	3	60.0%		0.0%	1	100.0%	1	100.0%	6	50.0%	3	75.0%	26	55.3%
Yes	4	50.0%		0.0%	4	57.1%	1	33.3%	3	100.0%	2	40.0%		0.0%		0.0%		0.0%	6	50.0%	1	25.0%	21	44.7%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%		0.0%	1	100.0%	1	100.0%	12	100.0%	4	100.0%	47	100.0%
Copyright issues related to students' own postings																								
No	7	87.5%	3	100.0%	5	71.4%	2	66.7%	1	33.3%	4	80.0%		0.0%	1	100.0%	1	100.0%	7	58.3%	4	100.0%	35	74.5%
Yes	1	12.5%		0.0%	2	28.6%	1	33.3%	2	66.7%	1	20.0%		0.0%		0.0%		0.0%	5	41.7%		0.0%	12	25.5%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%		0.0%	1	100.0%	1	100.0%	12	100.0%	4	100.0%	47	100.0%
Internet privacy issues and practices																								
No	7	87.5%	3	100.0%	6	85.7%	2	66.7%		0.0%	4	80.0%		0.0%	1	100.0%	1	100.0%	7	58.3%	4	100.0%	35	74.5%
Yes	1	12.5%		0.0%	1	14.3%	1	33.3%	3	100.0%	1	20.0%		0.0%		0.0%		0.0%	5	41.7%		0.0%	12	25.5%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%		0.0%	1	100.0%	1	100.0%	12	100.0%	4	100.0%	47	100.0%
Internet security issues																								
No	7	87.5%	3	100.0%	6	85.7%	2	66.7%		0.0%	4	80.0%		0.0%	1	100.0%	1	100.0%	8	66.7%	4	80.0%	36	75.0%
Yes	1	12.5%		0.0%	1	14.3%	1	33.3%	3	100.0%	1	20.0%		0.0%		0.0%		0.0%	4	33.3%	1	20.0%	12	25.0%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%		0.0%	1	100.0%	1	100.0%	12	100.0%	5	100.0%	48	100.0%
Social network etiquette																								
No	6	85.7%	3	100.0%	5	71.4%	2	66.7%	1	33.3%	3	60.0%		0.0%	1	100.0%	1	100.0%	8	66.7%	4	100.0%	34	73.9%
Yes	1	14.3%		0.0%	2	28.6%	1	33.3%	2	66.7%	2	40.0%		0.0%		0.0%		0.0%	4	33.3%		0.0%	12	26.1%
Total	7	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%		0.0%	1	100.0%	1	100.0%	12	100.0%	4	100.0%	46	100.0%
Citation styles and the purpose of adequate citation																								
No	3	37.5%		0.0%	3	42.9%	2	66.7%	1	33.3%	2	40.0%		0.0%	1	100.0%	1	100.0%	5	41.7%	3	60.0%	21	43.8%
Yes	5	62.5%	3	100.0%	4	57.1%	1	33.3%	2	66.7%	3	60.0%		0.0%		0.0%		0.0%	7	58.3%	2	40.0%	27	56.3%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%		0.0%	1	100.0%	1	100.0%	12	100.0%	5	100.0%	48	100.0%
The political and economic aspects of information and its societal impacts																								
No	5	62.5%	3	100.0%	3	42.9%	2	66.7%		0.0%	4	80.0%		0.0%	1	100.0%	1	100.0%	7	58.3%	3	60.0%	29	60.4%
Yes	3	37.5%		0.0%	4	57.1%	1	33.3%	3	100.0%	1	20.0%		0.0%		0.0%		0.0%	5	41.7%	2	40.0%	19	39.6%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%		0.0%	1	100.0%	1	100.0%	12	100.0%	5	100.0%	48	100.0%

# LECTURER (WQ) - Comments - question 39.11. - by Div/School

% of all YES answers to the total

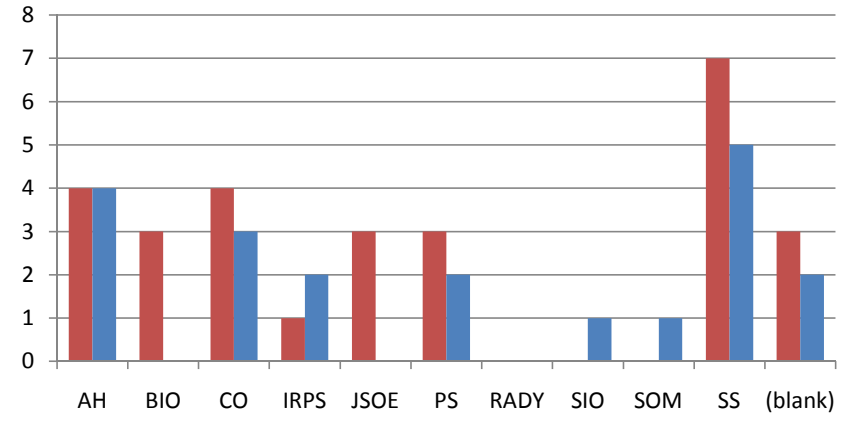
# Yes/No answers

**Evaluation of the credibility, authenticity, and/or reliability of Internet resources**

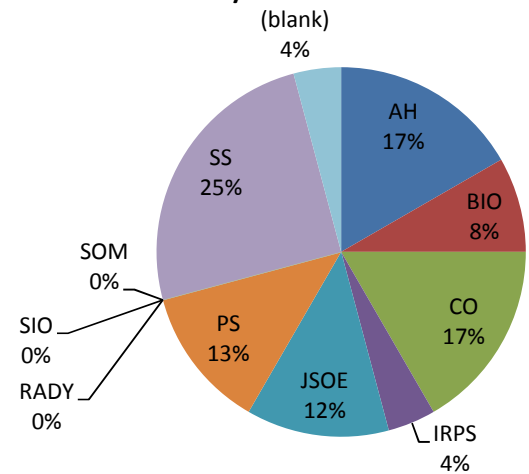


■ Evaluation of the credibility, authenticity, and/or reliability of Internet resources

■ No

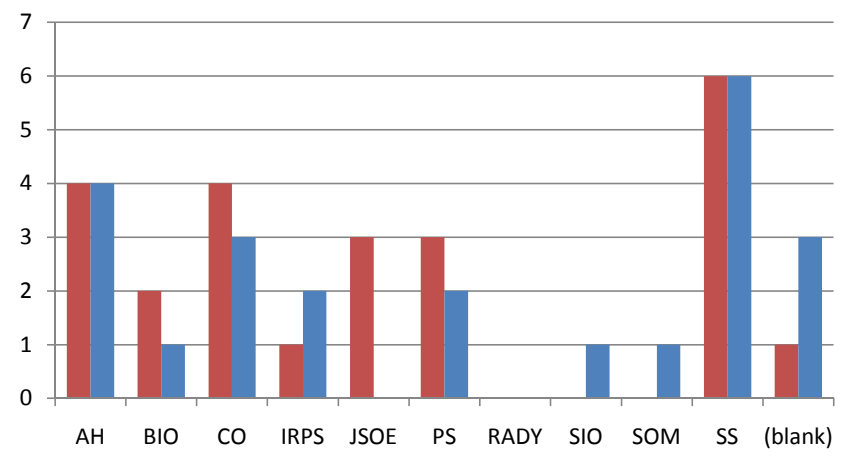


**Ethical use of data/resources available on the Internet**



■ Ethical use of data/resources available on the Internet

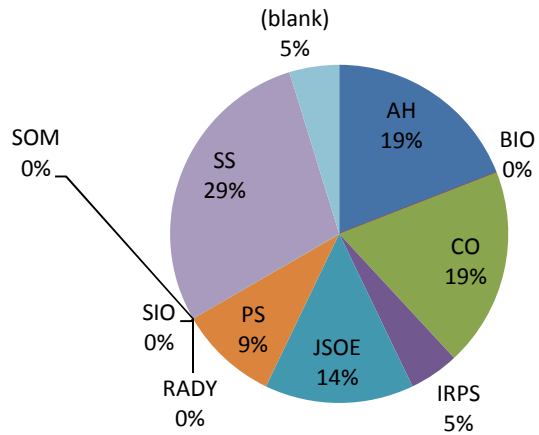
■ No



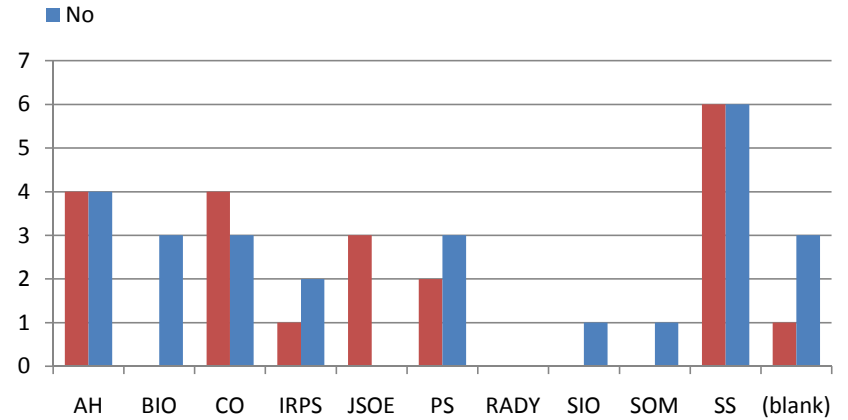


LECTURER (WQ) - Comments - question 39.11. - by Div/School

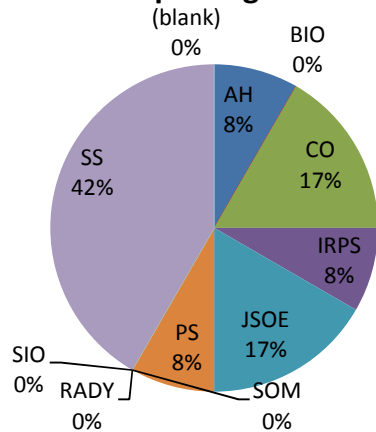
**Copyright and/or fair use issues related to use of materials available on the Internet**



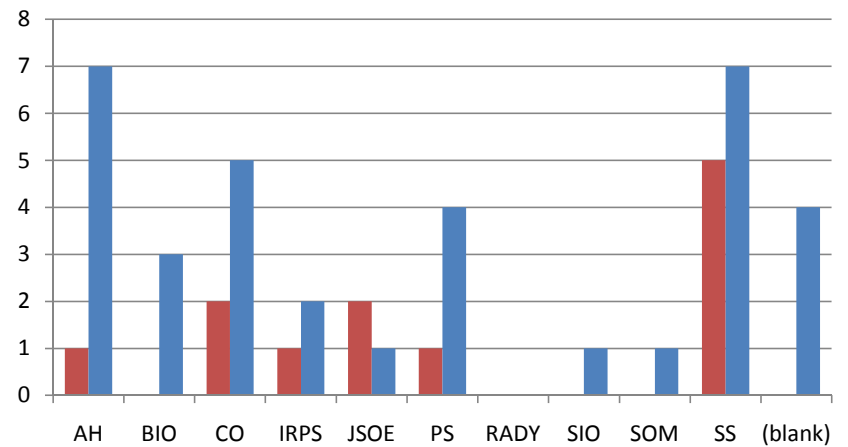
■ Copyright and/or fair use issues related to use of materials available on the Internet



**Copyright issues related to students' own postings**

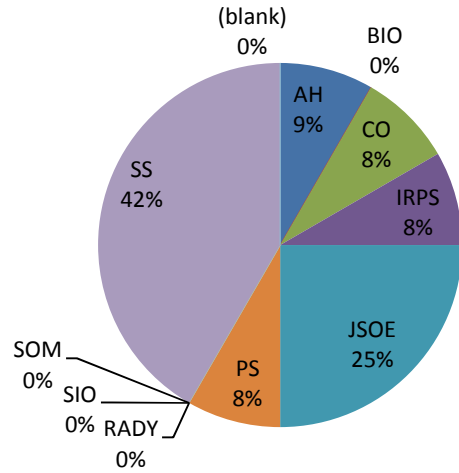


■ Copyright issues related to students' own postings ■ No

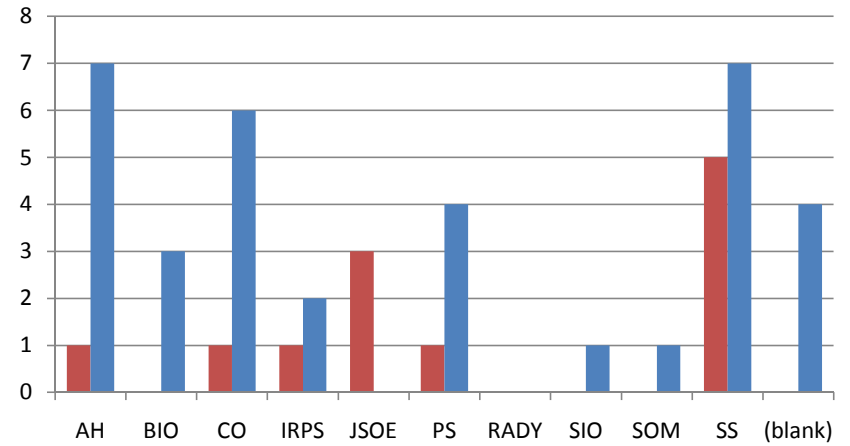


LECTURER (WQ) - Comments - question 39.11. - by Div/School

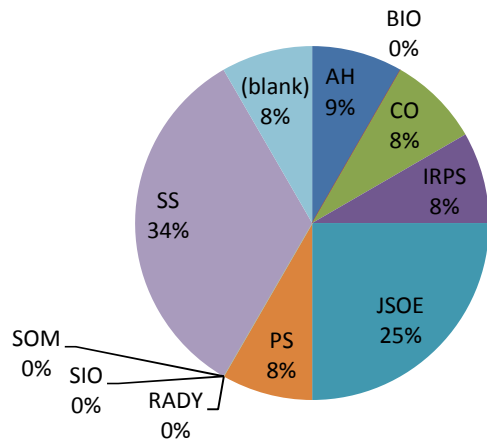
**Internet privacy issues and practices**



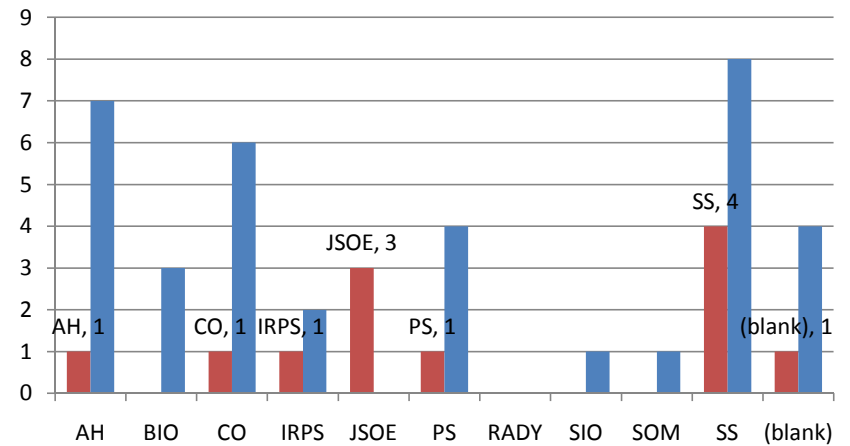
Internet privacy issues and practices (red) No (blue)



**Internet security issues**

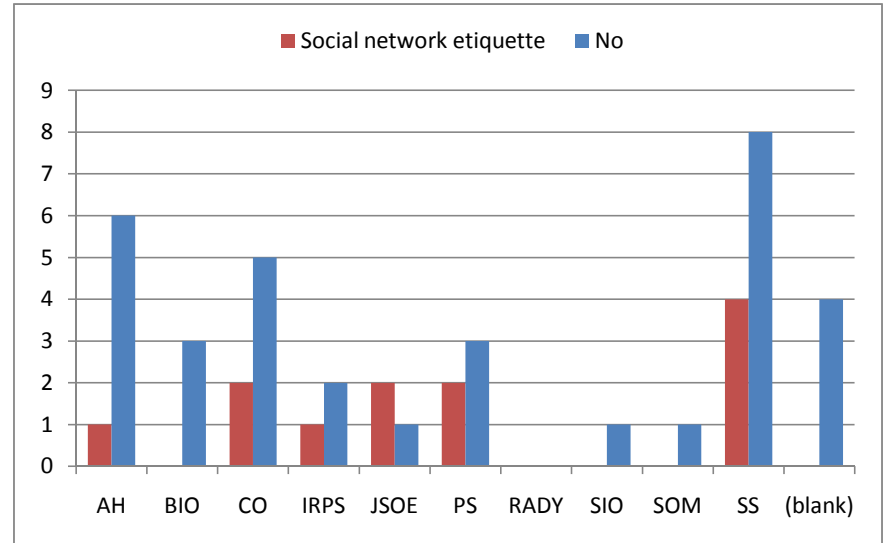
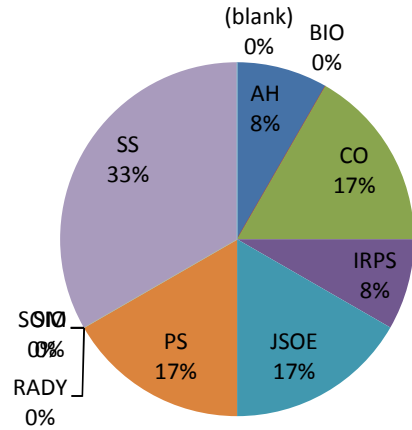


Internet security issues (red) No (blue)

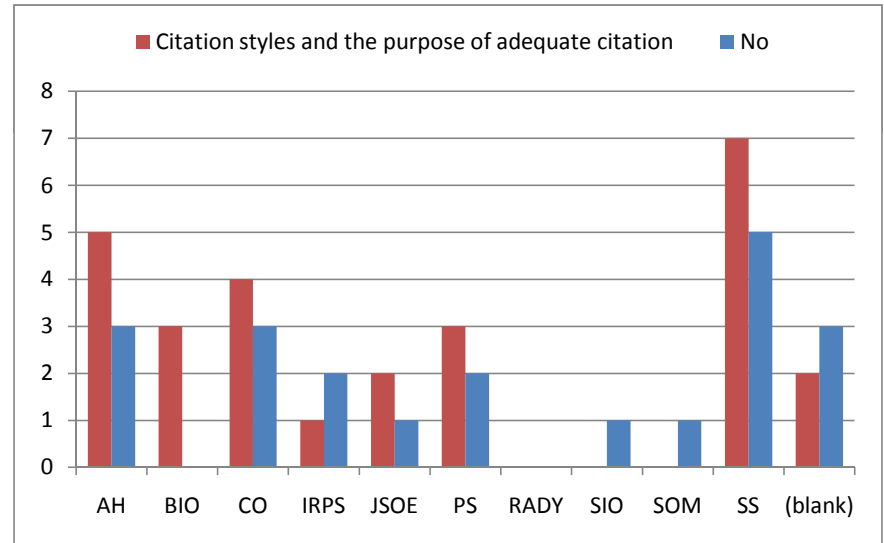
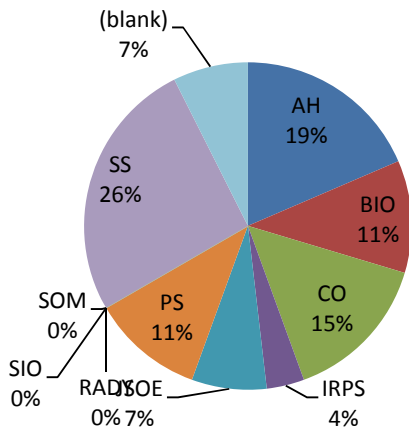


LECTURER (WQ) - Comments - question 39.11. - by Div/School

**Social network etiquette**

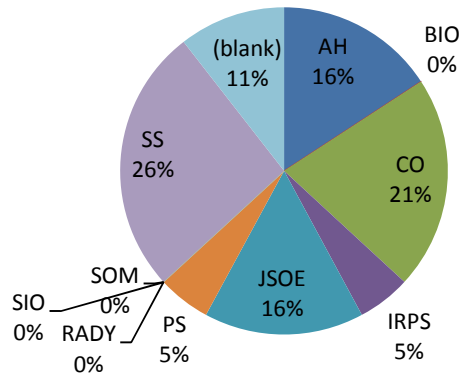


**Citation styles and the purpose of adequate citation**



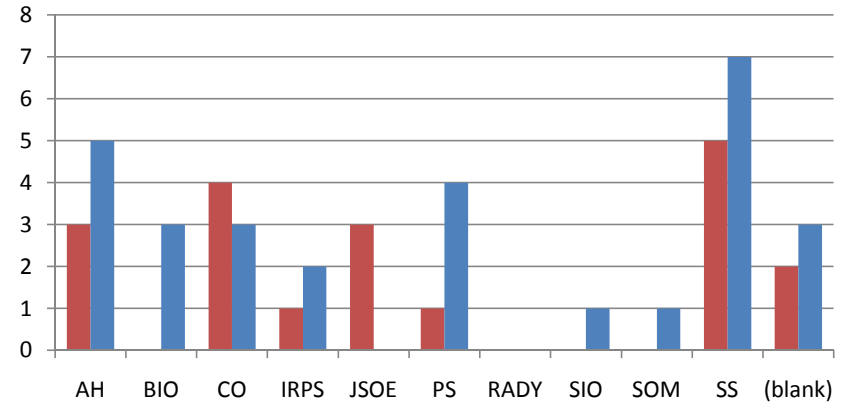
LECTURER (WQ) - Comments - question 39.11. - by Div/School

**The political and economic aspects of information and its societal impacts**



■ The political and economic aspects of information and its societal impacts

■ No



## LECTURER (WQ) - Comments - question 41-50 - by Div/School

### Q41a

If you said Yes to any of the above categories, please note how you do this.

Evaluation of the credibility, authenticity, and/or reliability of Internet resources - Special lecture

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Special lecture	1	12.5%	1	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2	2.4%
Workshop		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%	1	1.2%
Discussion sections	1	12.5%		0.0%	2	28.6%		0.0%		0.0%	1	20.0%		0.0%		0.0%	3	25.0%		0.0%	7	8.2%
Embedded in Lecture	3	37.5%	2	66.7%	2	28.6%		0.0%	3	75.0%	2	40.0%		0.0%		0.0%	7	58.3%	1	2.4%	20	23.5%
Invited Lecture by Library Staff		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	2	16.7%		0.0%	2	2.4%
Other	1	12.5%	1	33.3%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	2.4%
EXAMP Q42		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	2	4.9%
SELF	1	12.5%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	2	2.4%

### Q41b

If you said Yes to any of the above categories, please note how you do this.

Ethical use of data/resources available on the Internet - Special lecture

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Special lecture		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%
Workshop		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%	1	1.2%
Discussion sections		0.0%		0.0%	1	14.3%		0.0%		0.0%	1	20.0%		0.0%		0.0%	1	8.3%		0.0%	3	3.5%
Embedded in Lecture	3	37.5%	1	33.3%	3	42.9%		0.0%	3	75.0%	2	40.0%		0.0%		0.0%	6	50.0%		0.0%	18	21.2%
Invited Lecture by Library Staff		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%	1	1.2%
Other		0.0%	1	33.3%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	2	2.4%
PROF Q43		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%
SELF		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%

## LECTURER (WQ) - Comments - question 41-50 - by Div/School

### Q41c

If you said Yes to any of the above categories, please note how you do this.

Copyright and/or fair use issues related to use of materials available on the Internet - Special lecture

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Special lecture	1	12.5%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%
Workshop		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%		0.0%	1	1.2%
Discussion sections		0.0%		0.0%	2	28.6%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%		0.0%	3	3.5%
Embedded in Lecture	3	37.5%		0.0%	2	28.6%		0.0%	3	75.0%	2	40.0%		0.0%		0.0%	5	41.7%		0.0%		0.0%	15	17.6%
Invited Lecture by Library Staff		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%		0.0%	1	1.2%
Other		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%		0.0%	2	2.4%
PROF Q44		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%		0.0%	2	2.4%
SELF		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	2.4%		0.0%	1	1.2%

### Q41d

If you said Yes to any of the above categories, please note how you do this.

Copyright issues related to students' own postings - Special lecture

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Special lecture		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Workshop		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Discussion sections		0.0%		0.0%	2	28.6%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%		0.0%	3	3.5%
Embedded in Lecture	1	12.5%		0.0%	1	14.3%		0.0%	2	50.0%	1	20.0%		0.0%		0.0%	4	33.3%		0.0%		0.0%	9	10.6%
Invited Lecture by Library Staff		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Other		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%		0.0%	2	2.4%
SELF Q45		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%

LECTURER (WQ) - Comments - question 41-50 - by Div/School

**Q41e**

If you said Yes to any of the above categories, please note how you do this.

Internet privacy issues and practices - Special lecture

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Special lecture		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%	1	1.2%
Workshop		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Discussion sections		0.0%		0.0%	1	14.3%		0.0%		0.0%	1	20.0%		0.0%		0.0%	2	16.7%		0.0%	4	4.7%
Embedded in Lecture	1	12.5%		0.0%		0.0%		0.0%	3	75.0%	1	20.0%		0.0%		0.0%	5	41.7%	1	2.4%	11	12.9%
Invited Lecture by Library Staff		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Other		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%
<b>SELF Q46</b>		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%

**Q41f**

If you said Yes to any of the above categories, please note how you do this.

Internet security issues - Special lecture

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Special lecture		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%	1	1.2%
Workshop		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Discussion sections		0.0%		0.0%	1	14.3%		0.0%		0.0%	1	20.0%		0.0%		0.0%	2	16.7%		0.0%	4	4.7%
Embedded in Lecture	1	12.5%		0.0%		0.0%		0.0%	3	75.0%	1	20.0%		0.0%		0.0%	4	33.3%	1	2.4%	10	11.8%
Invited Lecture by Library Staff		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Other		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%
<b>SELF Q47</b>		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%

**Q41g**

If you said Yes to any of the above categories, please note how you do this.

Social network etiquette - Special lecture

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Special lecture		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Workshop		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Discussion sections		0.0%		0.0%	1	14.3%		0.0%		0.0%		0.0%		0.0%		0.0%	2	16.7%		0.0%	3	3.5%
Embedded in Lecture	1	12.5%		0.0%	1	14.3%		0.0%	2	50.0%	1	20.0%		0.0%		0.0%	4	33.3%	1	2.4%	10	11.8%
Invited Lecture by Library Staff		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Other		0.0%		0.0%		0.0%	1	33.3%		0.0%	1	20.0%		0.0%		0.0%	1	8.3%		0.0%	3	3.5%
<b>SELF Q48</b>		0.0%		0.0%		0.0%	1	33.3%		0.0%	1	20.0%		0.0%		0.0%		0.0%		0.0%	2	2.4%

LECTURER (WQ) - Comments - question 41-50 - by Div/School

**Q41h**

If you said Yes to any of the above categories, please note how you do this.

Citation styles and the purpose of adequate citation - Special lecture

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Special lecture	1	12.5%	1	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1	8.3%	0.0%	0.0%	3	3.5%
Workshop		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	2	16.7%		0.0%	2	2.4%
Discussion sections		0.0%		0.0%	2	28.6%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%	3	3.5%
Embedded in Lecture	2	25.0%	1	25.0%	2	28.6%		0.0%	2	50.0%	3	60.0%		0.0%		0.0%	6	50.0%	1	2.5%	17	20.0%
Invited Lecture by Library Staff		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%	1	1.2%
Other		0.0%	2	50.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%	4	4.7%
PROF Q49		0.0%	1	25.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%
SELF		0.0%	2	50.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%	4	4.7%
X	1	12.5%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%

**Q41i**

If you said Yes to any of the above categories, please note how you do this.

The political and economic aspects of information and its societal impacts - Special lecture

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Special lecture		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Workshop		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Discussion sections		0.0%		0.0%	1	14.3%		0.0%		0.0%		0.0%		0.0%		0.0%	1	8.3%		0.0%	2	2.4%
Embedded in Lecture	2	25.0%		0.0%	3	42.9%		0.0%	3	75.0%	1	20.0%		0.0%		0.0%	5	41.7%	1	2.5%	15	17.6%
Invited Lecture by Library Staff		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Other	1	12.5%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	2	2.4%
SELF Q50		0.0%		0.0%		0.0%	1	33.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%
X	1	12.5%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	1	1.2%



## LECTURER (WQ) - Comments - selected questions - by Div/School

### Q1

1. Do you have course websites? If no, please elaborate on why not. (Then you could skim questions 1-4, which pertain to course websites, and go on to Question 5.)

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	5	62.5%			4	57.1%	3	100.0%	1	25.0%							1	8.3%			14	28.0%
DEPT							3	100.0%													3	6.0%
LIMIT-T	2	25.0%																			2	4.0%
NN	2	25.0%			2	28.6%															4	8.0%
TIME	1	12.5%															1	8.3%			2	4.0%
X					1	14.3%			1	25.0%											2	4.0%
(blank)					1	14.3%															1	2.0%
Yes	3	37.5%	3	100.0%	3	42.9%			3	75.0%	5	100.0%	1	100.0%	1	100.0%	11	91.7%	6	100.0%	36	72.0%
X																			1	16.7%	1	2.0%
(blank)	3	37.5%	3	100.0%	3	42.9%			3	75.0%	5	100.0%	1	100.0%	1	100.0%	11	91.7%	5	83.3%	35	70.0%
<b>Total</b>	<b>8</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>7</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>4</b>	<b>100.0%</b>	<b>5</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>12</b>	<b>100.0%</b>	<b>6</b>	<b>100.0%</b>	<b>50</b>	<b>100.0%</b>

DEPT	Systems available in department/program/school	TIME	Not enough time/support to implement/maintain website
LIMIT-T	Limitations of available technology	UCSD-L	Use UCSD Libraries' services
NN	Not needed for pedagogical material and/or methods	X	Response is cryptic or irrelevant

### Q2

What kinds of websites are they? (check all that apply)

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Static HTML (may include images, video, audio (e.g. podcast links), etc.)	2	25.0%			3	42.9%			2	50.0%	2	40.0%					4	33.3%	3	7.5%	16	18.8%
Wiki																	2	16.7%	1	2.5%	3	3.5%
Learning Management System (WebCT)	1	12.5%	3	75.0%	1	14.3%			1	25.0%	4	80.0%	1	100.0%			7	58.3%	2	5.0%	20	23.5%

### Q3

Who developed the websites? (check all that apply)

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yourself	2	25.0%	3	75.0%	3	42.9%			3	75.0%	5	100.0%	1	100.0%			8	66.7%	5	12.5%	30	35.3%
Teaching assistant/Staff Assistant	1	12.5%							1	25.0%			1	100.0%			2	16.7%			5	5.9%
ASST									1	25.0%							1	8.3%	1	2.5%	3	3.5%
COLL			1	25.0%									1	100.0%							2	2.4%
DEPT														1	100.0%					1	1.2%	
X																	1	8.3%			1	1.2%

ASST	Assistant (TA, RA, office or technical staff)	DEPT	Systems available in department/program/school
COLL	Colleagues – other faculty	X	Response is cryptic or irrelevant

LECTURER (WQ) - Comments - selected questions - by Div/School

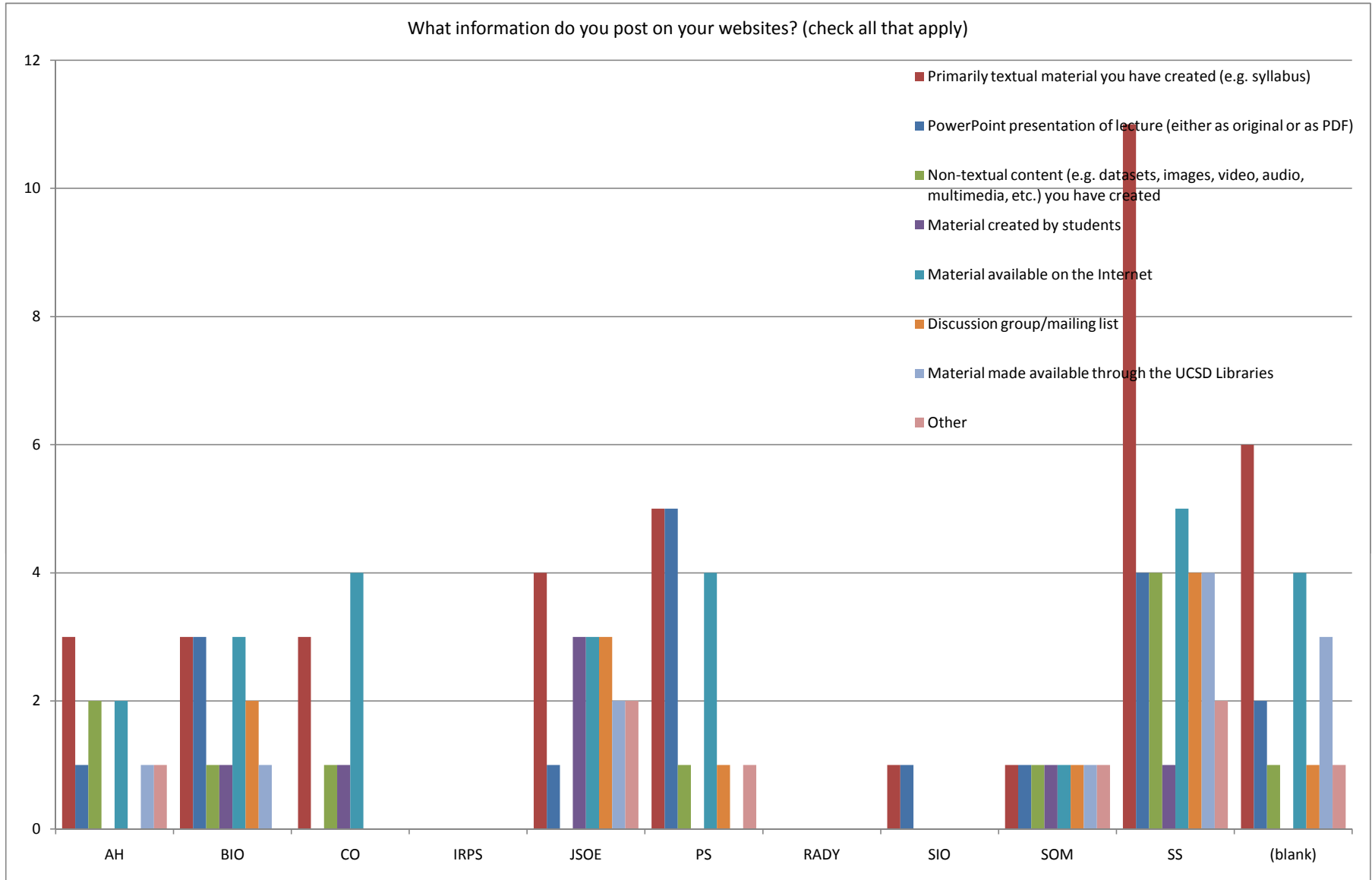
Q4

What information do you post on your websites? (check all that apply)

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Primarily textual material you have created (e.g. syllabus)	3	37.5%	3	75.0%	3	42.9%			4	100.0%	5	100.0%			1	100.0%	1	100.0%	11	91.7%	6	15.0%	37	43.5%
PowerPoint presentation of lecture (either as original or as PDF)	1	12.5%	3	75.0%					1	25.0%	5	100.0%			1	100.0%	1	100.0%	4	33.3%	2	5.0%	18	21.2%
Non-textual content (e.g. datasets, images, video, audio, multimedia, etc.) you have created	2	25.0%	1	25.0%	1	14.3%					1	20.0%					1	100.0%	4	33.3%	1	2.5%	11	12.9%
Material created by students			1	25.0%	1	14.3%			3	75.0%							1	100.0%	1	8.3%			7	8.2%
Material available on the Internet	2	25.0%	3	75.0%	4	57.1%			3	75.0%	4	80.0%					1	100.0%	5	41.7%	4	10.0%	26	30.6%
Discussion group/ mailing list			2	50.0%					3	75.0%	1	20.0%					1	100.0%	4	33.3%	1	2.5%	12	14.1%
Material made available through the UCSD Libraries	1	12.5%	1	25.0%					2	50.0%							1	100.0%	4	33.3%	3	7.5%	12	14.1%
Other	1	12.5%							2	50.0%	1	20.0%					1	100.0%	2	16.7%	1	2.5%	8	9.4%
ONLINE									1	25.0%									1	8.3%			2	2.4%
SELF	1	12.5%							1	25.0%	1	20.0%					1	100.0%	1	8.3%	1	2.5%	5	5.9%
STU									1	25.0%													1	1.2%

ONLINE Online materials (links, videos, podcasts)  
 SELF Materials I have produced (may be with assistance)  
 STU Student-produced materials  
 X Response is cryptic or irrelevant

# LECTURER (WQ) - Comments - selected questions - by Div/School



LECTURER (WQ) - Comments - selected questions - by Div/School

Q5

If you post material created by students, please indicate type below.

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Primarily textual					1	14.3%			2	50.0%					1	100.0%	1	8.3%	1	2.5%	6	7.1%
Non-textual (data sets, images, video, audio, multimedia, etc.)			1	25.0%	1	14.3%			1	25.0%											3	3.5%

Q6

If you post material available on the Internet, please check source(s) below. (check all that apply)

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Links to individual pages/concrete pieces	2	25.0%	3	75.0%	3	42.9%			3	75.0%	4	80.0%			1	100.0%	5	41.7%	5	12.5%	26	30.6%
Links to video sites like YouTube	1	12.5%															4	33.3%	3	7.5%	8	9.4%
Links to general resources, e.g., Wikipedia, Library of Congress			1	25.0%	3	42.9%			3	75.0%	3	60.0%			1	100.0%	4	33.3%	2	5.0%	17	20.0%
Material copied from other sites	1	12.5%	1	25.0%					1	25.0%	1	20.0%					1	8.3%	1	2.5%	6	7.1%
UCSD-L									1	25.0%											1	1.2%

UCSD-L UCSD Libraries

LECTURER (WQ) - Comments - selected questions - by Div/School

Q9

2.  Do you use class and/or learning management systems for any of your courses? If No, please comment on why you don't use these and/or obstacles to using these.

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	3	75.0%			5	83.3%	1	100.0%	3	75.0%	2	40.0%			1	100.0%	7	63.6%	6	100.0%	28	66.7%
CI									2	50.0%					1	100.0%			1	16.7%	1	2.4%
LIMIT-T																			3	50.0%	3	7.1%
NK	2	50.0%			1	16.7%											5	45.5%			11	26.2%
NN					2	33.3%	1	100.0%	1	25.0%	1	20.0%									5	11.9%
X	1	25.0%																			1	2.4%
(blank)					2	33.3%					1	20.0%					2	18.2%	2	33.3%	7	16.7%
Yes	1	25.0%	3	100.0%	1	16.7%			1	25.0%	3	60.0%	1	100.0%			4	36.4%			14	33.3%
(blank)	1	25.0%	3	100.0%	1	16.7%			1	25.0%	3	60.0%	1	100.0%			4	36.4%			14	33.3%
Total	4	100.0%	3	100.0%	6	100.0%	1	100.0%	4	100.0%	5	100.0%	1	100.0%	1	100.0%	11	100.0%	6	100.0%	42	100.0%

DEPT Systems available in department/program/school  
LIMIT-T Limitations of available technology (WebCT or other)  
NK No knowledge of/experience with this technology  
NN No need for these functions.  
X Response is cryptic or irrelevant

LECTURER (WQ) - Comments - selected questions - by Div/School

Q19

5.  Do you access the web (live access) while you are teaching (in support of your teaching)?

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	6	75.0%	1	33.3%	4	57.1%	1	33.3%			4	80.0%	1	100.0%	1	100.0%	5	41.7%	3	50.0%	26	52.0%
Yes	2	25.0%	2	66.7%	3	42.9%	2	66.7%	4	100.0%	1	20.0%					7	58.3%	3	50.0%	24	48.0%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	4	100.0%	5	100.0%	1	100.0%	1	100.0%	12	100.0%	6	100.0%	50	100.0%

Q20

If Yes, what do you access while using the Web while teaching? (check all that apply)

	AH		BIO		CO		IRPS		JSOE		PS		RADY		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Lecture notes/PowerPoint slides	2	25.0%			2	28.6%	1	33.3%	2	50.0%									4	33.3%	1	2.5%	12	14.1%
Current news pages	1	12.5%			1	14.3%	2	66.7%	1	25.0%									4	33.3%	2	5.0%	11	12.9%
Datasets																			2	16.7%			2	2.4%
Web applications such as online learning resources, BLAST, ARTstor, etc.					2	28.6%			1	25.0%									1	8.3%			4	4.7%
Images	2	25.0%			3	42.9%	1	33.3%	4	100.0%									6	50.0%	1	2.5%	17	20.0%
Video	3	37.5%	2	50.0%	3	42.9%	2	66.7%	2	50.0%									6	50.0%	2	5.0%	20	23.5%
Audio	2	25.0%			2	28.6%	2	66.7%											3	25.0%			9	10.6%
Other					1	14.3%	1	33.3%	3	75.0%	1	20.0%							3	25.0%	1	2.5%	10	11.8%
DOT					1	14.3%	1	33.3%	2	50.0%									3	25.0%			7	8.2%
MEDIA									1	25.0%											1	2.5%	1	1.2%
SELF																							1	1.2%
UCSD-0											1	20.0%											1	1.2%

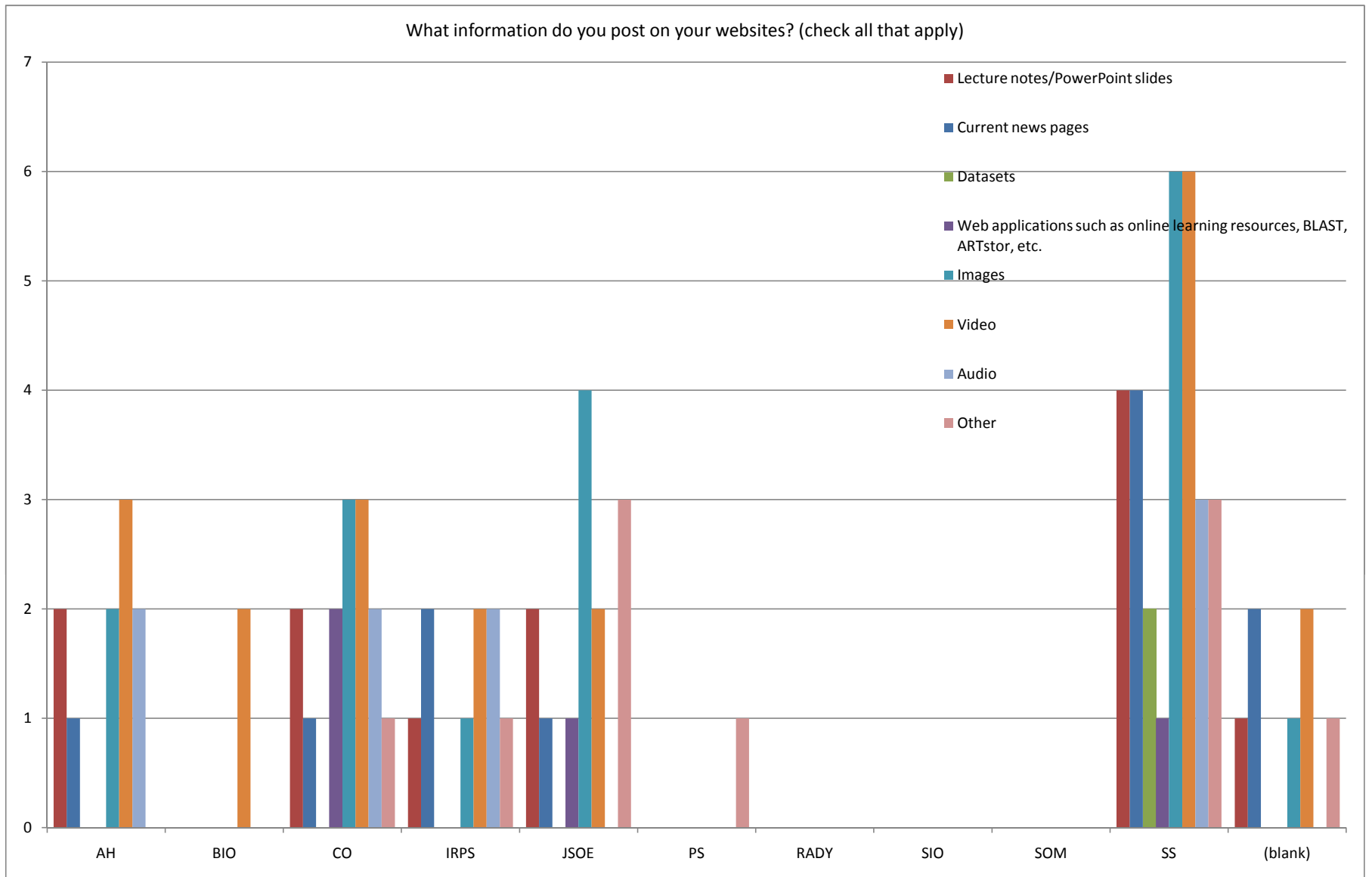
DOT Non-government online programs (dot coms)

MEDIA CD, flash drive, etc.

SELF Materials for which I am primarily responsible

UCSD-0 Other UCSD (<http://up.ucsd.edu/>)

# LECTURER (WQ) - Comments - selected questions - by Div/School



LECTURER (WQ) - Comments - selected questions - by Div/School

Q22

6. Do you ask students to submit assignments electronically?

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	6	75.0%			5	71.4%					2	40.0%	1	100.0%	1	100.0%	7	58.3%	3	60.0%	25	51.0%
LIMIT-T	1	12.5%			1	14.3%											2	16.7%	1	20.0%	5	10.2%
NN	4	50.0%			4	57.1%											3	25.0%	1	20.0%	12	24.5%
OPT	1	12.5%									1	20.0%									2	4.1%
X											1	20.0%	1	100.0%	1	100.0%					3	6.1%
(blank)																	2	16.7%	1	20.0%	3	6.1%
Yes	2	25.0%	3	100.0%	2	28.6%	3	100.0%	4	100.0%	3	60.0%					5	41.7%	2	40.0%	24	49.0%
(blank)	2	25.0%	3	100.0%	2	28.6%	3	100.0%	4	100.0%	3	60.0%					5	41.7%	2	40.0%	24	49.0%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	4	100.0%	5	100.0%	1	100.0%	1	100.0%	12	100.0%	5	100.0%	49	100.0%

LIMIT-T Students or I find limitations with available technology  
 NK Not enough knowledge of or experience with this technology  
 NN Not needed for pedagogical material and/or methods  
 OPT Students are given the option to submit electronically  
 TIME Not enough time/support to implement/maintain website  
 X Response is cryptic or irrelevant

Q27

7. Do you ask students to produce digital material for course-related assignments? If Yes, please describe:

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
No	5	62.5%	2	50.0%	4	57.1%	2	66.7%	1	25.0%	4	80.0%	1	100.0%	1	100.0%	9	75.0%	4	10.0%	33	38.8%	
SOFT																			1	2.5%	1	1.2%	
(blank)	5	62.5%	2	50.0%	4	57.1%	2	66.7%	1	25.0%	4	80.0%	1	100.0%	1	100.0%	9	75.0%	3	7.5%	32	37.6%	
Yes	3	37.5%	1	25.0%	3	42.9%	1	33.3%	3	75.0%	1	20.0%					3	25.0%	2	5.0%	17	20.0%	
CODE									1	25.0%											1	1.2%	
MEDIA					2	28.6%											2	16.7%			4	4.7%	
SOFT	2	25.0%	1	25.0%					1	25.0%							1	8.3%	1	2.5%	6	7.1%	
X									1	25.0%											1	1.2%	
(blank)	1	12.5%			1	14.3%	1	33.3%			1	20.0%								1	2.5%	5	5.9%
(blank)			1	25.0%																	34	85.0%	
CODE																					1	1.2%	
MEDIA			1	25.0%																	1	1.2%	
SOFT																					1	1.2%	
WEB																					1	1.2%	
(blank)																					30	75.0%	
Total	8	100.0%	4	100.0%	7	100.0%	3	100.0%	4	100.0%	5	100.0%	1	100.0%	1	100.0%	12	100.0%	40	100.0%	85	100.0%	

CODE Programming code or script  
 MEDIA Media - videos  
 SOFT Standard software programs – PowerPoint, Word, PDF  
 WEB Websites  
 X Response is cryptic or irrelevant



## LECTURER (WQ) - Comments - selected questions - by Div/School

### Q31

9. Do you teach students how to efficiently locate and effectively use material available on the Internet for course-related activities?

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	5	71.4%	1	33.3%	3	42.9%	3	100.0%	1	33.3%	1	20.0%	1	100.0%	1	100.0%	7	58.3%	4	66.7%	27	56.3%
Yes	2	28.6%	2	66.7%	4	57.1%			2	66.7%	4	80.0%					5	41.7%	2	33.3%	21	43.8%
Total	7	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%	1	100.0%	1	100.0%	12	100.0%	6	100.0%	48	100.0%

### Q34

10. Do you ask students to use material available via the Libraries' e-reserve services?

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	6	75.0%	2	66.7%	6	85.7%	3	100.0%	2	66.7%	5	100.0%	1	100.0%			6	50.0%	3	50.0%	34	69.4%
Yes	2	25.0%	1	33.3%	1	14.3%			1	33.3%					1	100.0%	6	50.0%	3	50.0%	15	30.6%
Total	8	100.0%	3	100.0%	7	100.0%	3	100.0%	3	100.0%	5	100.0%	1	100.0%	1	100.0%	12	100.0%	6	100.0%	49	100.0%

### Q52

13. Are you deliberately teaching skills that develop students' understanding that they are not only consumers of electronic information, but contributors and creators as well?

If No, please comment on the reasons for not doing this:

	AH		BIO		CO		IRPS		JSOE		PS		SIO		SOM		SS		(blank)		Total #	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	6	100.0%			2	100.0%	2	100.0%	2	100.0%	2	100.0%	1	100.0%	1	100.0%	5	100.0%	3	60.0%	24	92.3%
?																			1	20.0%	1	3.8%
FUT									1	50.0%											1	3.8%
NN	2	33.3%					1	50.0%	1	50.0%	2	100.0%	1	100.0%			3	60.0%			10	38.5%
STU							1	50.0%							1	100.0%					2	7.7%
TIME	1	16.7%			1	50.0%													2	40.0%	4	15.4%
X	3	50.0%			1	50.0%											2	40.0%			6	23.1%
(blank)																			2	40.0%	2	7.7%
NK																			1	20.0%	1	3.8%
TIME																			1	20.0%	1	3.8%
Total	6	100.0%			2	100.0%	2	100.0%	2	100.0%	2	100.0%	1	100.0%	1	100.0%	5	100.0%	5	100.0%	26	100.0%

? I don't know ... never thought of it...no specific reason

FUT Will consider in the future

NK Not enough knowledge about one or more categories

NN Not needed for pedagogical material and/or methods

STU Students know this already

TIME Not enough time to deal with these issues in class

X Response is cryptic or irrelevant

**Issue#1 - Library E-Stores and Web Resources Usage**

Faculty		Question	Librarians	
Question#	Yes Responses		Question#	Yes Responses
7-8	34%	Do you post material made available through the UCSD Libraries (to your course website)?	NA	
13-15	10% yes	Do you ask students to post applicable material to your course websites?	7-9	38%
28-30	60% yes	Do you ask students to use material available on the Internet for course-related activities	22-24	82%
34	35% yes	Do you ask students to use material available via the Libraries' e-reserve services?	28	37%
NA		Please list or describe any web applications (e.g. podcasting) you use for your instructional sessions/workshops:	21	text
NA		Do you use resources available via the OPEN WEB in your instructional sessions/workshops?	15-17	96%
NA		Do you use resources made available via the UCSD Libraries in your instructional sessions/workshops?	18-20	100%
NA		Do you ask students to use material available via the UCSD Libraries for instructional session/workshop assignments?	25-27	86%

### Issue#2 - Digital Information Fluency Skills

Faculty		Question	Librarians	
Question#	Yes Responses		Question#	Yes Responses
16-18	6%	Do you teach students how to post materials to your course website?	10-12	25%
NA		Do you ask students to submit assignments electronically?	32-33	22%
24-26	20%	Do you teach students how to submit assignments electronically?	34-36	7%
31-33	31%	Do you teach students how to efficiently locate and effectively use material available on the Internet for course-related activities?	37-38	96%
35-38	23%	Do you teach students how to use the e-reserve services?	29-30	text
39-40		Do you discuss and/or provide guidance to students for:	39-40	
	44%	Evaluation of the credibility, authenticity, and/or reliability of Internet resources		93%
	45%	Ethical use of data/resources available on the Internet		68%
	39%	Copyright and/or fair use issues related to use of materials available on the Internet		78%
	16%	Copyright issues related to students' own postings		33%
	18%	Internet privacy issues and practices		30%
	18%	Internet security issues		43%
	12%	Social network etiquette		7%
	51%	Citation styles and the purpose of adequate citation		89%
	22%	The political and economic aspects of information and its societal impacts		39%
41-50		If you said Yes to any of the above categories, please note how you do this.	41-52	

**Issue#3 - Students as Digital Information Producers**

Faculty		Question	Librarians	
Question#	Yes Responses		Question#	Yes Responses
27	26%	Do you ask students to produce digital material for course-related assignments?	NA	
52-55	21%	Are you deliberately teaching skills that develop students' understanding that they are not only consumers of electronic information, but contributors and creators as well?	53-55	46%

**Issue#4 - Learning Management System and Website Usage**

Faculty		Question	Librarians	
Question#	Yes Responses		Question#	Yes Responses
1	79%	Do you have course websites?	1	75%
2-6,8		(Kinds, development, content and problems)	2-6	
9-12	25%	Do you use class and/or learning management systems for any of your courses?	3	3/28=11%
13-15	10%	Do you ask students to post applicable material to your course websites?	7-9	38%
19-21	44%	Do you access the web (live access) while you are teaching (in support of your teaching)?	13-14	96%
22-23	41%	Do you ask students to submit assignments electronically?	32-33	22%
51	95% email	How do you communicate with your students?	31	93% email

### Other Questions

Faculty		Question	Librarians	
Question#	Yes Responses		Question#	Yes Responses
56		Are you aware of anyone elsewhere doing something of interest in any of these areas? Although this questionnaire is focusing on the internal, we want to hear of anything innovative going on external to UCSD and take note of it.	56	
57		How many years have you been at UCSD?	57	
58		What is your Division, College or unit?	NA	
59		If you are willing to be contacted for follow-up about information related to the committee's work, please provide your name and email address.	NA	
NA		Are there any other comments you would like to make about the topics covered in this survey?	58	

# GRACE BALCH

**Division/Department:** *Staff Education & Development*

- 1) Do your faculty use course websites?  
*Yes*
  - a. Comments: *Some of their courses are online.*
  - b. What kinds? *LMS*
  - c. Who develops the sites? *TA's/Staff*
  - d. What info is posted on sites? *Non-text, Text*
- 2) Use LMS?  
*Yes*
  - a. Which one? *Provider of modules, ElementK. Uses its own framework.*
- 3) Students post to course website?  
*Yes, through text they created.*
  - a. Comments: *Using sharepoint.*
- 4) Teach students how to post?  
*Yes.*
  - a. How? *As needed one-on-one*
- 5) Do faculty access the web live in class?  
*Yes. Some use ReadyTalk for live classes.*
- 6) Students submit assignments electronically?  
*Yes. Moving four performance management courses using blended approach using quizzes. This is for special UCSD-specific web tutorials online.*
  - a. Students taught how to submit? *Yes, as needed.*
- 7) Students asked to use digital material for course assignments?  
*No.*
- 8) Students use material from web for course activities?  
*No.*
- 9) Students taught how to locate and use internet materials for course?  
*Yes.*
- 10) Students use e-Reserves?  
*No.*
- 11) Following discussed or provide guidance for (how)?
  - a. Evaluation of web resources: *In library (taught) course.*
  - b. Ethical use of data: *UC ethics briefing (mandatory training), computer security web tutorial, ethical use of IT.*
  - c. Copyright and fair use: *In ethics training.*
  - d. Copyright of student work: *In ethics training.*
  - e. Web privacy: *Computer security web tutorial.*
  - f. Web security: *Computer security, ethics training.*
  - g. Netiquette: *Computer security, ethics training.*

- h. Citation styles: *Yes, class with the library on using Endnote.*
  - i. Political and economic aspects of info and societal impacts: *No, but might be in some of the new training videos just added.*
- 12) Methods for communicating with students?
- a. Methods used: *Email, LMS/TL*
  - b. Comments: *Email teasers on Blink, Sharepoint.*
- 13) Deliberately teaching skills for contributors and creators of electronic information?
- Yes.*
- a. Define skills:
  - b. How taught: *Web development classes, portal services training, custom courses, train the trainer, middle management advance, work ethics.*
- 14) Anyone else we should follow up with?
- Rich Belmontez (EH&S), Connie (EH&S), Katie Spencer (Library), Janeane Tarkow (BFS).*



# BOB CLAY

**Division/Department:** MAE

1) Do your faculty use course websites?

*Yes*

- a. Comments:
- b. What kinds? *Static, Wiki (Only Nate Delson), LMS*
- c. Who develops the sites? *Faculty, TA's/Staff*
- d. What info is posted on sites? *PPT, Non-text, Text*
- e. Student-created, text or non-text? *Nate Delson has students develop their own sites in his course.*

2) Use LMS?

*Yes*

- a. Which one? *WebCT*
- b. Describe functions: *Posting materials, grades*

3) Students post to course website?

*No, except in Nate Delson's.*

- a. Type: *Text they created, non-text they created.*
- b. Comments: *Using sharepoint.*

4) Teach students how to post?

*No.*

- a. How do they learn? *They figure it out on their own.*

5) Do faculty access the web live in class?

*Yes; just their own course page or many a colleague's.*

6) Students submit assignments electronically?

*Yes. Through email, WebCT, and turnitin.com.*

- a. Students taught how to submit? *No, many students are computer literate.*

7) Students asked to use digital material for course assignments?

*Only in Nate Delson's course.*

8) Students use material from web for course activities?

*Yes: e-Reserves.*

9) Students taught how to locate and use internet materials for course?

*No, they figure it out, use Google.*

10) Students use e-Reserves?

*Yes.*

- a. Do you teach how to use? *Unknown.*

11) Following discussed or provide guidance for (how)?

- a. Evaluation of web resources: *No.*
- b. Ethical use of data: *Yes, embedded in course and/or course website.*
- c. Copyright and fair use: *Yes, embedded in course and/or course website.*
- d. Copyright of student work: *No*

- e. Web privacy: *No*.
  - f. Web security: *No*.
  - g. Netiquette: *No*.
  - h. Citation styles: *Yes, embedded in course and/or course website*.
  - i. Political and economic aspects of info and societal impacts: *No*.
- 12) Methods for communicating with students?
- a. Methods used: *Email, LMS/TL, Other (office hours, study groups)*.
  - b. Comments:
- 13) Deliberately teaching skills for contributors and creators of electronic information?
- In general no, exception is Nate Delson.*
- a. Define skills:
  - b. How taught:
- 14) Anyone else we should follow up with?
- Edgar Hodge.*

# GARY HOFFMAN

**Division/Department:** *IRPS*

- 1) Do your faculty use course websites?  
*Yes*
  - a. Comments:
  - b. What kinds? *Static, LMS*
  - c. Who develops the sites? *Faculty*
  - d. What info is posted on sites? *PPT, Internet, Text*
- 2) Use LMS?  
*Yes*
  - a. Which one? *WebCT (few), most use First Class mail system, IR/PS's mail server that works like Exchange's shared folders*
  - b. Describe functions: *Shared folders, email, voice attachments (great for language course).*
  - c. Ease of use, reliability: *Very easy, works well in small, closed environments.*
- 3) Students post to course website?  
*Yes, through text they created.*
- 4) Teach students how to post?  
*No; very easy to use, don't need training.*
- 5) Do faculty access the web live in class?  
*Yes, almost all: news, video, datasets, audio, PPT, and images.*
- 6) Students submit assignments electronically?  
*Yes. Through email, WebCT, Wiki, Sharepoint, turnitin.com, other: First class – set up secured folders).*
  - a. Students taught how to submit? *No.*
- 7) Students asked to use digital material for course assignments?  
*No.*
- 8) Students use material from web for course activities?  
*Yes.*
  - a. Describe: *Send links, especially for languages. Use web links.*
- 9) Students taught how to locate and use internet materials for course?  
*Yes. The IRPS librarian spoils them by showing them how to find what they need (and they find stuff they would never find on their own). Many expect students to know how to do this at the grad level.*
- 10) Students use e-Reserves?  
*Yes.*
  - a. Do you teach how to use? *Yes.*
  - b. How? *Library supports.*
- 11) Following discussed or provide guidance for (how)?  
*Extensive for regular IRPS students in these areas, esp. where it touches on those noted below.*

- a. Evaluation of web resources:
  - b. Ethical use of data:
  - c. Copyright and fair use: *Non-US students given plagiarism orientation, "academic research methods"*
  - d. Copyright of student work: *Hasn't come up, but should be considered.*
  - e. Web privacy:
  - f. Web security:
  - g. Netiquette:
  - h. Citation styles: *Non-US students given plagiarism orientation, "academic research methods"*
  - i. Political and economic aspects of info and societal impacts: *Sub-theme topic at IRPS, classes every few years, aimed at students who will later be policy makers in this area.*
- 12) Methods for communicating with students?
- a. Methods used:
  - b. Comments:
- 13) Deliberately teaching skills for contributors and creators of electronic information?
- No, not deliberately.*
- a. Define skills:
  - b. How taught: *At the grade level the students are at, it's implied. Some faculty do talk specifically about.*
- 14) Anyone else we should follow up with?
- Roger Bohn, heading up project to look at how much information exists in the world and what the storage capacity needs are (quantitative view). Hmi.ucsd.edu, a continuation of a study that began at UCB.*

# DAVID HUTCHES

**Division/Department:** JSOE

1) Do your faculty use course websites?

*Yes*

- a. Comments: *Not coordinated centrally but at individual dept. levels instead, except for small number of courses such as TIES. Decided based on this to instead take David's advice on who to talk to in JSOE.*

2) Use LMS?

3) Students post to course website?

4) Teach students how to post?

5) Do faculty access the web live in class?

6) Students submit assignments electronically?

7) Students asked to use digital material for course assignments?

8) Students use material from web for course activities?

9) Students taught how to locate and use internet materials for course?

10) Students use e-Reserves?

11) Following discussed or provide guidance for (how)?

12) Methods for communicating with students?

13) Deliberately teaching skills for contributors and creators of electronic information?

14) Anyone else we should follow up with?

*Jean Ferrante, Dale Masterson (he sent them the survey). Bill Young, Beth Simon, Mike Todd (new SE faculty member)*

# LISA KACZMARCZYK

**Division/Department:** *Sixth College*

1) Do your faculty use course websites?

*Yes*

- a. Comments:
- b. What kinds? *Static, LMS*
- c. Who develops the sites? *Faculty, TA's/Staff*
- d. Comments: *Almost all use WebCT, except adjuncts who have sits for multiple campuses. Devl done mostly by faculty.*
- e. What info is posted on sites? *PPT, Internet, text.*
- f. Comments: *Non-text, only Pat Montoyo (sp).*
- g. Internet: *YouTube, Links.*

2) Use LMS?

*Yes*

- a. Which one? *WebCT*
- b. Describe functions: *Unsure.*

3) Students post to course website?

*No.*

4) Teach students how to post?

5) Do faculty access the web live in class?

*Yes; video, audio, PPT, images.*

6) Students submit assignments electronically?

*Yes. Through email, WebCT, and turnitin.com.*

- a. Students taught how to submit? *In TA sections.*

7) Students asked to use digital material for course assignments?

*Yes. Practicum courses. CAT 124 (Tara Knight) create animations, interview veterans and tell their stories. Another course is a straight animation course (Theatre or cross-listed as CAT). Before she was Provost, Naomi Oreskes had students making videos of interviews that were edited and uploaded.*

8) Students use material from web for course activities?

*Yes: Audio, text, video, images, web links.*

9) Students taught how to locate and use internet materials for course?

*Yes, taught in TA sections and hand-outs.*

10) Students use e-Reserves?

*Yes, taught in TA sections and hand-outs.*

11) Following discussed or provide guidance for (how)?

*Varies by instructor and quarter. WI & SP mostly faculty from other depts, then instruction on below is in TA sections. FA faculty from program, then more in lecture and handouts.*

- a. Evaluation of web resources: *Yes.*
- b. Ethical use of data: *Yes.*

- c. Copyright and fair use: *Unsure*.
  - d. Copyright of student work: *Some*.
  - e. Web privacy: *No*.
  - f. Web security: *No*.
  - g. Netiquette: *No*.
  - h. Citation styles: *No, most writing are*.
  - i. Political and economic aspects of info and societal impacts: *Yes*.
- 12) Methods for communicating with students?
- a. Methods used: *Facebook (few), e-mail, LMS/TL, Wiki (exception)*.
- 13) Deliberately teaching skills for contributors and creators of electronic information?
- Yes, embedded in course.*
- 14) Anyone else we should follow up with?
- Darrin Mcgraw (who oversees the TAs), Tara Knight.*

# STEVE PORTER

**Division/Department:** *Structures*

1) Do your faculty use course websites?

*Yes*

- a. Comments:
- b. What kinds? *Static, LMS*
- c. Who develops the sites? *Faculty, TA's/Staff*
- d. Comments:
- e. What info is posted on sites? *PPT, non-text, internet, text.*
- f. Comments: *Would like to get ASTM Standards online, have to go physically to library currently. For e, they get permission from author to repost.*

2) Use LMS?

*Yes*

- a. Which one? *WebCT*
- b. Describe functions: *Folders, files, syllabus, tutorials, CAD models, ZIP files for 3D environment, email, roster, gradebook.*

3) Students post to course website?

*No.*

4) Teach students how to post?

*Not applicable.*

5) Do faculty access the web live in class?

*Yes; video, audio, artstor.*

6) Students submit assignments electronically?

*Yes. Through email.*

- a. Students taught how to submit? *They just use email, want to try WebCT assignments turn-in.*

7) Students asked to use digital material for course assignments?

*Yes. CAD files.*

8) Students use material from web for course activities?

*Yes: Audio, datasets, text, video, multimedia, images.*

9) Students taught how to locate and use internet materials for course?

*Yes, embedded in assignment instructions.*

10) Students use e-Reserves?

*Unknown.*

11) Following discussed or provide guidance for (how)?

- a. Evaluation of web resources: *No.*
- b. Ethical use of data: *Yes, embedded or whole module.*
- c. Copyright and fair use: *Yes, embedded or whole module.*
- d. Copyright of student work: *Unknown.*
- e. Web privacy: *No.*



- f. Web security: *No.*
  - g. Netiquette: *Yes, embedded or whole module.*
  - h. Citation styles: *Yes, embedded or whole module.*
  - i. Political and economic aspects of info and societal impacts: *Yes, embedded.*
- 12) Methods for communicating with students?
- a. Methods used: *Email, LMS/TL, Other: office hours, lecture, phone least.*
- 13) Deliberately teaching skills for contributors and creators of electronic information?
- Yes; not specifically about electronic delivery. Structural engineers create designs by definition.*
- 14) Anyone else we should follow up with?
- No.*

# EZRA VAN EVERBROECK

**Division/Department:** *Linguistics*

1) Do your faculty use course websites?

*Yes.*

- a. Comments:
- b. What kinds? *Static, Wiki, LMS*
- c. Who develops the sites? *Faculty, TA's/Staff*
- d. Comments: *Only one course using Wiki, Spanish Language Course.*
- e. What info is posted on sites? *PPT, Internet, text.*
- f. Internet: *Links, YouTube, Links.*

2) Use LMS?

*Yes*

- a. Which one? *WebCT, in-house for language instruction.*
- b. Describe functions: *Posting material quizzes, online placement, student communication.*

3) Students post to course website?

*No except Spanish Wiki.*

4) Teach students how to post?

*Yes; limited instructions; Ezra's assistant answers in email.*

5) Do faculty access the web live in class?

*Not much. Use PPT (not from web).*

6) Students submit assignments electronically?

*Yes. Through email, wiki (only Spanish wiki)*

- a. Students taught how to submit? *No; don't really need help for email.*

7) Students asked to use digital material for course assignments?

*No.*

8) Students use material from web for course activities?

*Not much, just one wiki.*

9) Students taught how to locate and use internet materials for course?

*No. This is a digital generation, internet usage is expected to be common knowledge.*

10) Students use e-Reserves?

*Not sure.*

11) Following discussed or provide guidance for (how)?

- a. Evaluation of web resources: *No.*
- b. Ethical use of data: *Embedded or few sentences at start of class (boilerplate).*
- c. Copyright and fair use: *Embedded or few sentences at start of class (boilerplate).*
- d. Copyright of student work: *No.*
- e. Web privacy: *No.*
- f. Web security: *No.*
- g. Netiquette: *No.*
- h. Citation styles: *Embedded or few sentences at start of class (boilerplate).*

- i. Political and economic aspects of info and societal impacts: *No.*
- 12) Methods for communicating with students?
  - a. Methods used: *E=mail, LMS/TL.*
- 13) Deliberately teaching skills for contributors and creators of electronic information?  
*Not that he's aware of.*
- 14) Anyone else we should follow up with?  
*Possibly Grant Godoall, Dir. Language Program*

# MARK WALLEN

**Division/Department:** *Cognitive Science*

- 1) Do your faculty use course websites?  
*Yes*
  - a. Comments:
  - b. What kinds? *Static, LMS*
  - c. Who develops the sites? *Faculty, TA's/Staff*
  - d. Comments: *Most use static, mostly by TA's.*
  - e. What info is posted on sites? *PPT, Non-text, Internet, discussion group, text.*
- 2) Use LMS?  
*Yes*
  - a. Which one? *WebCT, Kirsch uses his own LMS (adreniline).*
  - b. Describe functions: *Grades, posting material.*
- 3) Students post to course website?  
*Unsure, don't think so.*
- 4) Teach students how to post?
- 5) Do faculty access the web live in class?  
*Yes; news, video, audio, PPT, images.*
- 6) Students submit assignments electronically?  
*Yes. Through email, WebCT, wiki, turnitin.com, and other: drop folders in labs.*
  - a. Students taught how to submit? *No (only in COGS3). Expected to learn on their own.*
- 7) Students asked to use digital material for course assignments?  
*Yes: movies, images.*
- 8) Students use material from web for course activities?  
*Yes, but not every course. Freshmen seminar on multimedia design class critiques websites.*
- 9) Students taught how to locate and use internet materials for course?  
*Maybe; 1-2 courses deal with information retrieval.*
- 10) Students use e-Reserves?  
*Not sure.*
- 11) Following discussed or provide guidance for (how)?
  - a. Evaluation of web resources: *No, maybe 1-2 classes.*
  - b. Ethical use of data: *Not sure, hope so.*
  - c. Copyright and fair use: *COGS3: whole lecture.*
  - d. Copyright of student work: *COGS3: whole lecture.*
  - e. Web privacy: *Yes, COGS3 creating a web page assignment.*
  - f. Web security: *COGS3, a little.*
  - g. Netiquette: *Some courses might.*
  - h. Citation styles: *Not sure.*
  - i. Political and economic aspects of info and societal impacts: *COGS10 is on this topic.*
- 12) Methods for communicating with students?

- a. Methods used: *Email, LMS/TL (TL complaints).*
- 13) Deliberately teaching skills for contributors and creators of electronic information?  
*Not really. The distinction of electronic not as important, focusing on outcome, not the how.*
- a. Define skills: *COGS3, focuses on the how.*
  - b. Comments: *Students are less computer literate, more info literate. Need point and click. They don't know how to troubleshoot if it doesn't work.*
- 14) Anyone else we should follow up with?  
*Undergraduate Coordinator and Chair for Cogsci regarding use of COGS3.*

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<b>UC Programs</b>						
<p><b>UC Berkeley</b></p> <p><a href="http://www.lib.berkeley.edu/mellon/index.html">http://www.lib.berkeley.edu/mellon/index.html</a></p> <p>Contact: Jennifer Dörner Head, Instructional Services Doe/Moffitt Libraries</p> <p>Jean McKenzie, Chair Center for Science &amp; Engineering Information Literacy (CSEIL) <a href="mailto:jmckenzi@library.berkeley.edu">jmckenzi@library.berkeley.edu</a></p> <p><a href="http://www.lib.berkeley.edu/CSEIL/about/CSEIL.html">http://www.lib.berkeley.edu/CSEIL/about/CSEIL.html</a></p>	<ul style="list-style-type: none"> <li>They do not define “digital information literacy or fluency” and this is not a term with which they are familiar (the digital aspect of it)</li> <li>They have no formal definition of IL posted online or physically in the library, but the librarians do have a “shared understanding” of it</li> <li><b>For 4 years prior to 2007, they had the Mellon Grant through which faculty teaching large enrollment classes worked with librarians and/or an instructional designer to revamp the curriculum to incorporate IL; these relationships continue, although the grant is no longer in place</b></li> </ul>	<p>Under Mellon Grant: Campus: The University of California, Berkeley is committed to leveraging its research strength to enliven undergraduate learning by engaging undergraduates in research-based activities. Supported by a Mellon Foundation grant, shared commitment exists from administrators, faculty, librarians, educational technologists and other pedagogical experts to:</p> <ul style="list-style-type: none"> <li>- redesign courses and assignments;</li> <li>- re-energize large enrollment and core courses;</li> <li>- enable students to develop information and critical thinking skills both within and outside of the classroom.</li> </ul> <p>Library: Library workshops cover essentials about research using the library web site, library catalogs, article databases, government information, bibliographic management software, and the web.</p>	<p>Campus: From 2003 to 2007, <u>forty-four</u> distinct Mellon courses across a broad range of disciplines were redesigned to incorporate information competencies, research skills, and the use of the Library's print and digital collections as integral components.</p> <p>Currently: Librarians/faculty collaboration.</p>	<p>Librarians/faculty collaboration.</p>	<p>Under Mellon Grant: CAMPUS: Lacking a central campus evaluation &amp; assessment office, UCB's Mellon Steering Committee developed assessment expertise within current staff by inviting a UCB librarian to take role of Assessment Consultant and work intensively with multiple Faculty Fellows each year.</p> <p>Currently: Librarians/faculty collaboration.</p>	<p>Under Mellon Grant: CAMPUS: Campus academic partners for the Mellon Library/Faculty Fellowship for Undergraduate Research Project are listed at <a href="http://www.lib.berkeley.edu/mellon/collaboration/collaboration.html">http://www.lib.berkeley.edu/mellon/collaboration/collaboration.html</a></p> <p>Currently: Librarians/faculty collaboration.</p>

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<b>UC Davis</b> <a href="http://eldwiki.lib.ucdavis.edu/index.php/Information_Literacy">http://eldwiki.lib.ucdavis.edu/index.php/Information_Literacy</a> <a href="http://www.lib.ucdavis.edu/dept/instruction/instructors/">http://www.lib.ucdavis.edu/dept/instruction/instructors/</a> Contacts: Melissa A. Browne <a href="mailto:mabrowne@lib.ucdavis.edu">mabrowne@lib.ucdavis.edu</a> Matthew Conner	The UC Davis General Library does not have an official definition of information literacy/digital information literacy. However, librarians with teaching responsibilities are quite familiar with ACRL's Information Literacy Competency Standards for Higher Education, and use the standards as a guide for defining learning outcomes and assessing student learning. For example, we focus on criteria for choosing databases, techniques for using them, and criteria for source evaluation.	Library classes, workshops, course-integrated instruction, create-a-class library instruction, library research skills quiz for use in classes. IL wiki offers practical instructional tips and ideas, strategies, handouts, exercises, promotional materials, assessment tools, tutorials, etc.	Library	Library	Library	Library: Sandra Vella, Head of Library Instruction Services Dept. <a href="mailto:savella@ucdavis.edu">savella@ucdavis.edu</a>
<b>UC Irvine</b> <a href="http://education.lib.uci.edu/">http://education.lib.uci.edu/</a> <a href="http://education.lib.uci.edu/mission.html">http://education.lib.uci.edu/mission.html</a> <a href="http://education.lib.uci.edu/infolit.html">http://education.lib.uci.edu/infolit.html</a>	An information literate UC Irvine student recognizes the interdisciplinary nature of information, and in doing so, can locate, manage, critically evaluate and synthesize information, and is able to use information ethically for academic assignments, problem solving, decision making, continued professional development, and life-long learning.	All students required to take lower and upper div writing courses in which library is involved with IL component. Library also offers workshops, outreach, tutorials, collaboration with faculty Science Information Tutorial: <a href="http://www.lib.uci.edu/services/tutorials/science_info_tutorial/tutorial.html">http://www.lib.uci.edu/services/tutorials/science_info_tutorial/tutorial.html</a>	Library	Library	Library	Library: Education and Outreach Planning & Advisory Group
<b>UCLA</b> <a href="http://www.library.ucla.edu/service/6342.cfm">http://www.library.ucla.edu/service/6342.cfm</a> <a href="http://www.library.ucla.edu/service/6347.cfm">http://www.library.ucla.edu/service/6347.cfm</a>	An information-literate student: - articulates an information need clearly, effectively search for and find sources to meet that need, and evaluate both the sources and the information they provide for authority and relative worth	<u>GE Cluster Program:</u> Librarians at College Library have been involved as liaisons to GE clusters since the cluster program's inception. Each cluster is assigned a librarian who acts as a resource to the faculty and/or teaching fellows in	The librarians directly involved in the instruction, often with assistance from faculty and other librarians Interest groups	The librarians directly involved in the instruction, often with assistance from faculty and other librarians	The librarians directly involved in the instruction, often with assistance from faculty and other librarians Interest group	The director of the Information Literacy Program (in conjunction with the Information Literacy Program Steering Committee, the AUL for Reference and Instructional Services, and instruction coordinators in

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	<p>- uses and synthesizes the materials to create a suitable product, such as a research paper or presentation, that properly credits all sources and research partners</p> <p>- understands how research is produced in his or her major and discusses some of the important societal issues regarding information access and new information technologies</p>	<p>order to support the fulfillment of their course learning outcomes.</p> <p><u><a href="#">Credit courses:</a></u></p> <p>This past year we also piloted a new, 2 credit course entitled <b>RESEARCH INFORMATION LITERACY</b> - <a href="http://www.registrar.ucla.edu/schedule/subdet.aspx?srs=222310200&amp;term=09W&amp;session">http://www.registrar.ucla.edu/schedule/subdet.aspx?srs=222310200&amp;term=09W&amp;session</a>) - Lecture, two hours; activity, two hours. Development of broader and deeper understanding of information access and retrieval within UCLA Library by utilizing subject specialists and subject-specific collections (print and electronic) within social and behavioral sciences disciplines.</p> <p><b>Fiat Lux: How to Stop Just Googling... and Find the Really Good Stuff!</b> - One-unit course to help students save time, prepare better papers, and become more powerful information researchers. open to freshmen only.</p> <p><b>English Composition 123: Information Literacy and Research Skills</b> - One-unit course to help students become information literate</p>	<p>responsible for this are: Collaborations and Partnerships; and Communications</p>	<p>Interest groups responsible for this are: Instructional Development; and Instructional Technologies</p>	<p>responsible for this is: Assessment</p>	<p>individual libraries on campus).</p>



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		by learning to identify, locate, critically evaluate, and use print & electronic information effectively & ethically; closely interwoven with Writing Programs courses with information- or research-related assignments.				
<b>UC Merced</b>  Contact: Sara Davidson <a href="mailto:sdavidson2@ucmerced.edu">sdavidson2@ucmerced.edu</a>	An individual with high information fluency is one who can <ul style="list-style-type: none"> <li>determine how much information is required.</li> <li>access that information in an effective and efficient manner.</li> <li>evaluate the information critically.</li> <li>incorporate this information into existing knowledge.</li> <li>access and use information ethically. (ACRL, Information Literacy Competency Standards pgs. 2-3)</li> </ul>	Our information literacy program is in development and currently consists of integrating information literacy skills into existing courses by collaborating with faculty. In particular, our efforts to promote information literacy/fluency are focused on working with existing curriculum with the Writing program since a course such as Writing 10 is taken by almost every student on campus (except some transfers). The library or university does not offer information literacy courses that everyone must take.	Library	Library	Evaluating IL Skills:  In an effort to evaluate library instruction and to meet the academic needs of students, the library instruction staff is partnering with the Writing Program in an assessment project. The primary focus of the assessment is to evaluate the influence of library research instruction on the final papers completed by students in Writing 10 <a href="http://ucmercedlibrary.info/about-the-library/information-for-writing-10-faculty.html">http://ucmercedlibrary.info/about-the-library/information-for-writing-10-faculty.html</a>	Library

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<b>UC Riverside</b>  Contacts: Debbi Renfrow <a href="mailto:debbir@ucr.edu">debbir@ucr.edu</a> Julie Mason <a href="mailto:jmason@ucr.edu">jmason@ucr.edu</a>	No formal definition, but ACRL guidelines are used by library IL program.  Here is UCR's WASC Reaccreditation page:  <a href="http://wasc.ucr.edu/">http://wasc.ucr.edu/</a>	Optional lectures, workshops, tutorial <a href="http://library.ucr.edu/?view=help/tutorials/biology/index.html">http://library.ucr.edu/?view=help/tutorials/biology/index.html</a>	Librarian/faculty collaboration	Librarian/faculty collaboration	Librarian/faculty collaboration	Library
<b>UC Santa Barbara</b>	Of note is UCSB's Center for Information Technology and Society (CITS): <a href="http://www.cits.ucsb.edu/about">http://www.cits.ucsb.edu/about</a> "Faculty associated with our Center bring their diverse disciplinary perspectives—which range from Art and English to Sociology and Communication to Computer Science and Electrical Engineering—into conversation, forwarding cutting edge research across the engineering sciences, the social sciences, and the humanities."					
<b>UC Santa Cruz</b>  Contact: Annette Marines Coordinator, Instruction & Outreach University of California, Santa Cruz McHenry Library 1156 High Street Santa Cruz, CA 95064	No stated definition.  Not doing digital literacy at all.	Lectures integrated with required writing course.  IL tutorial is available, but not required.  Other lectures by request from faculty.	Library	Library	Library	Library: There is no overarching program. However, we are implementing a new strategic plan in July. A (library) department for instruction and learning has been created, which will enable a more

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(831) 459-3255 <a href="mailto:amarines@ucsc.edu">amarines@ucsc.edu</a> <a href="http://library.ucsc.edu/instruction">http://library.ucsc.edu/instruction</a>						mindful approach to instruction.
Non-UC Programs						
<b>University of Central Florida</b>  Contact: Corinne Bishop Information Literacy Librarian University of Central Florida Libraries P.O. Box 162666 Orlando, FL 32816-2666 407-823-2584 <a href="mailto:cbishop@mail.ucf.edu">cbishop@mail.ucf.edu</a>  Information Fluency Office: Martha Marinara <a href="mailto:mmarinar@mail.ucf.edu">mmarinar@mail.ucf.edu</a> Quality Enhancement Plan Development Teaching Academy 420 PO Box 161250 Orlando, FL 32816-1250 407-823-1340  <a href="http://www.if.ucf.edu">http://www.if.ucf.edu</a>	UCF defined <b>information fluency</b> as “the ability to perform effectively in an information-rich and technology-intensive environment.” Simply put, information fluency is the ability to gather, evaluate, and use information in ethical and legal ways. <b>Information fluency encompasses and integrates three important skills: <u>information literacy</u>, <u>technology literacy</u>, and <u>critical thinking</u>.</b> These three skills are not mutually exclusive but overlap in many areas. Using these skills means having the ability to communicate information in appropriate and effective ways, which is an important measure of information fluency. <u>Fluency means not just accessing information on the Web, but creating your own Web pages. Not just downloading MP3 music files, but creating your own digital-music compositions. Not just playing SimCity, but creating your own simulated worlds.</u> (Resnick 2001)  <a href="http://if.ucf.edu/ifaq.php">http://if.ucf.edu/ifaq.php</a>	Set of 8 generic tutorials which include practice with feedback and assessment that faculty can use within their courses. Currently, the modules are faculty driven and there are no requirements for faculty to assign the modules. However, our statistics indicate the number of modules assigned to students is growing.  We don't have any plans to make the tutorials mandatory. They have been offered across the campus and many students have gone through the modules on their own. More marketing needs to be done to make faculty and students aware of the benefits of the modules.	The library (Information Literacy and Outreach dept) is overseeing tutorial content and it is (will until 2010) be part of the campus' Info Fluency program.	(See previous cell)	Because the program is large and the projects that have received grants are from different academic units and academic support offices, the assessment must reflect this. We have used ETS's iSkills test and Project SAILS; we have assessed student portfolios with a rubric, used the pre-test/post-test model, surveys, etc. All of the assessment material is collected in an ePortfolio.	Information Fluency was the project chosen for our accreditation process and it is administered out of the Quality Enhancement Plan office (which is me and Hank Lewis). We report to the undergraduate studies dean.

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<p><b>Purdue University</b></p> <p>Contact: Amy Van Epps <a href="mailto:vanepa@purdue.edu">vanepa@purdue.edu</a> Engineering Librarian, Coordinator of Instr/Circ</p>	<p>Information literate people know how to find, evaluate, and use information effectively to solve a particular problem or make a decision--whether the information they select comes from a computer, a book, a government agency, a film, or any number of other possible resources. <a href="http://www.lib.purdue.edu/rguides/instructionalservices/infolit.html">http://www.lib.purdue.edu/rguides/instructionalservices/infolit.html</a></p> <p>As for digital literacy, our undergraduate library houses our Digital Literacy Collaboratory, which is a joint effort between the libraries and our campus IT department. Much of the digital literacy initiatives in the last few years have been coordinated by <b>Jennifer Sharkey</b>, who will unfortunately be leaving Purdue at the end of June. She could provide more insight into what has been accomplished along the instruction lines for digital literacy.</p>	<p>Optional courses and workshops with some efforts being made in different programs to integrate across the curriculum, most notably in Management. I'm working on early steps of this in Engineering, but it's still nascent. We have a single, one credit 8 week course that is taught by the libraries and optional. Enrollment has been minimal, but the course has provided the framework for some discipline specific research skills courses.</p>	<p>Library. See goals at <a href="http://www.lib.purdue.edu/rguides/instructionalservices/ilcgoals.html">http://www.lib.purdue.edu/rguides/instructionalservices/ilcgoals.html</a></p>	<p>Library</p>	<p>Metrics: Longitudinal scores from Information and Communication Technology (ICT) Literacy Assessment testing. Evidence of inclusion of information literacy in college/department strategic plans and other documentation (websites, syllabi, etc.) LibQUAL+ results on questions related to access to and use of information resources, when next administered in Fall 2008. Extent of use of the Libraries information literacy resources (CORE, GS175, Libraries faculty collaboration with teaching faculty)</p>	<p>Effective Monday, June 1, Sharon Weiner will be joining the Purdue faculty as the Booker Chair for Information Literacy. ...much of her role will be working at the upper administrative level to make inroads for advancing information literacy across campus</p>
<p><b>Cornell University</b> Undergraduate Information Competency Initiative (Based on UC Berkeley's program)</p>	<p>Goals for initiative:  Goal 1: Create the programmatic structures at Cornell necessary to enhance undergraduate research</p>	<p>The Cornell Undergraduate Information Competency Initiative, funded by a grant from Cornell University Library and the office of the</p>		<p>Annual week-long Institute gives faculty a chance to learn ways to</p>		<p>The information Competency Initiative is a partnership between Cornell Information Technology, the Center</p>

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<a href="http://infocomp.library.cornell.edu/">http://infocomp.library.cornell.edu/</a>	<p>and information competencies</p> <p>Goal 2: Engage faculty, librarians, and academic technology staff in the establishment of a shared infrastructure for the teaching of undergraduate research</p> <p>Goal 3: Embed research-based learning approaches in an array of courses</p> <p>Goal 4: Enable instructors to redesign courses to better connect faculty research and teaching, and to allow creative student discovery and mastery of research competencies.</p>	<p>Vice Provost for Undergraduate Education, encourages Cornell faculty to explore creative and effective ways to engage students by integrating research skills into the classroom and the curriculum through the redesign and creation of assignments for undergraduate courses. This Initiative supports the university's goal of improving undergraduate education by providing faculty the funding, opportunity, and the assistance of campus academic partners to transform the curriculum by creating authentic and engaging research assignments to incorporate into their courses.</p>		<p>incorporate Info Competency skills into their learning goals.</p>		<p>for Teaching Excellence, and the Libraries.</p> <p>The 2009 program will have an increased focus on <b>digital literacy</b>, assessment and collaboration.</p> <p>See detailed 2008 report on the program at <a href="http://www.arl.org/rtl/roles/vrii/cornell.shtml">http://www.arl.org/rtl/roles/vrii/cornell.shtml</a></p>
<p><b>Univ. of Minnesota</b> Library's <a href="#">Information Literacy Program</a></p> <p>Contact: Kate Peterson</p> <p><a href="http://blog.lib.umn.edu/katep/infolit/firstyearwriting/">http://blog.lib.umn.edu/katep/infolit/firstyearwriting/</a></p>	<p>By the time students graduate, they will understand how knowledge is organized and transmitted, especially within their major. They can analyze a topic and identify key concepts, formulate a successful search strategy, select and use appropriate print and electronic research tools, find relevant information sources, make critical judgements on the relevancy, accuracy, and applicability of those sources, and effectively integrate this information into their academic</p>	<p>We offer a series of 3 workshops for library research, called Unravels, that compliment general course work and a required introductory writing course for all undergraduates. As of yet, our IL program is not integrated across the curriculum, though we just completed an environmental scan, and are working on intensifying our IL outreach with certain departments that expressed the greatest desire to collaborate. In addition we</p>	<p>Kate Peterson works with a group of other library staff (including a collaborative comprised of various librarians) to develop and maintain the Libraries' information literacy program. We were also in the process of hiring an</p>	<p>Library staff</p>	<p>Library staff</p>	<p>Library staff</p>

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	<p>experience.  <a href="http://www.morris.umn.edu/library/infolit.php">http://www.morris.umn.edu/library/infolit.php</a></p> <p>Definition of media literacy:</p>	<p>are also working to link our IL services to the campus' student learning outcomes. You can also view some of our additional IL services in our <a href="#">Faculty guide</a>.</p>	<p>instructional designer to assist in this process and the development of course materials. This search has been placed on hold.</p>			
<p><b>Univ. of Minnesota</b>  <b>Media Literacy Program</b></p> <p>Contact:            Scott Spicer            Media Outreach and Learning Spaces Librarian            Coordinated Educational Services            University of Minnesota Libraries            233 Walter Library 612.626.0629            Spic0016@umn.edu</p>	<p>According to the definition of media literacy provided by one of the two national media literacy organizations, The Alliance for a Media Literate America, "media literacy is seen to consist of a series of communication competencies, including the ability to ACCESS, ANALYZE, EVALUATE, and COMMUNICATE."</p>	<p>Currently in the process of collaborating with our Digital Media Center (supports faculty technology use/part of OIT), to develop a campus-wide collaborative that will be composed of various learning support units, media specialists, and faculty that specialize in digital/media literacy, to develop curriculum standards and support infrastructure. In turn, I am also working with the Libraries Information Literacy Collaborative to act as a kind of liaison between the two groups and help transform the IL group into more of a "21st Centuries Literacies" collaborative.</p>	<p>In process (see previous cell)</p>	<p>In process (see previous cell)</p>	<p>In process (see previous cell)</p>	<p>In process (see previous cell)</p>
<p><b>California State Universities</b></p> <p>Contact:            Stephanie Brasley            Manager, Information Literacy Initiatives            Systemwide Library Initiatives            Information Technology Services            Voice: (562)951-4372 FAX: (562)951-4925</p>	<p>Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." An information literate individual is able to:</p>	<p>Information and ICT Literacy in the CSU is a community of practice for CSU discipline faculty, library faculty, administrators and stakeholders who share a common interest in enhancing the quality of</p>	<p>Libraries</p>	<p>Libraries</p>	<p>Libraries</p>	<p>Libraries</p>

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			Developing learning goals	Teaching/developing content	Assessment	Managing the program
E-mail: <a href="mailto:sbrasley@calstate.edu">sbrasley@calstate.edu</a> <a href="http://teachingcommons.cdl.edu/ictliteracy/index.html">http://teachingcommons.cdl.edu/ictliteracy/index.html</a>	<ul style="list-style-type: none"> <li>* Determine the extent of information needed</li> <li>* Access the needed information effectively and efficiently</li> <li>* Evaluate information and its sources critically</li> <li>* Incorporate selected information into one's knowledge base</li> <li>* Use information effectively to accomplish a specific purpose</li> <li>* Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally</li> </ul>	teaching and learning for CSU students so that they will graduate with the necessary critical information abilities and skills to be successful information producers and consumers.				
<b>Vanderbilt University</b>  Contact: Celia Walker Director Peabody Library Peabody College at Vanderbilt University 0135 GPC 230 Appleton Place Nashville, TN 37203-5721 tel: 615-322-8096 fax: 615-343-7923 email: <a href="mailto:celia.walker@vanderbilt.edu">celia.walker@vanderbilt.edu</a> OR Contact Leslie Foutch, librarian in charge of instruction.	We operate on the premise that IL involves efficient information collection and selection skills while DI focuses on using software effectively. The iSkills (now IC3) assessment covers both of these areas.	Program still evolving. Work w/faculty & administrators to ID gaps in student skills based on iSkills assessment data. Recently implemented Dig Lit classes (PPT, Excel, Outlook), but not well attended. Thinking of implementing a certificate program required for advanced courses & capstone projects. Alternatively required for graduation.	If the project is funded, the goals etc. would be developed by a consultant in conjunction with library staff and faculty. Otherwise, the burden will fall on us with faculty input.	See previous cell.	See previous cell. (Use iSkills)	That has not been determined. Leslie is our librarian in charge of instruction, so the project might fall to her in conjunction with our Library Associate, who teaches the DL workshops, and our Library Assistant with Camtasia expertise.
<b>University of Illinois at Urbana-Champaign</b>  <a href="http://www.library.illinois.edu/digit/">http://www.library.illinois.edu/digit/</a>	<u>Digital Literacy:</u> <ul style="list-style-type: none"> <li>* The ability to use digital technology, communication tools or networks to locate, evaluate, use and create information.</li> <li>* The ability to understand and use information in multiple</li> </ul>	The Digital Learning Librarian and the Digital Literacy Unit work collaboratively with librarians and faculty to create tools that help to integrate the library into the teaching and learning	Library	Library	Library	Library

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University	Definition of IL/DIL	Implementation: optional course, mandatory course, tutorial, across curric	Who is responsible for			
			Developing learning goals	Teaching/developing content	Assessment	Managing the program
	<p>formats from a wide range of sources when it is presented via computers.</p> <p>* A person's ability to perform tasks effectively in a digital environment... Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.</p> <p><a href="http://www.library.illinois.edu/digitlit/definition.html">http://www.library.illinois.edu/digitlit/definition.html</a></p> <p><u>Information Literacy:</u> Information literacy is a vital skill in the information age. Information literacy is the ability to recognize when and what information is needed, and the knowledge of how to define appropriate search strategies, determine relevant sources, locate, critically evaluate and ethically use information in all formats.</p> <p><a href="http://www.library.uiuc.edu/info/lit/">http://www.library.uiuc.edu/info/lit/</a></p>	<p>process. One result is the creation of online resources and learning objects that focus on infusing library and information skills with instructional technology to help individuals obtain digital literacy.</p> <p>Tutorials, videos, podcases, integration with Web CT and moodle, etc.</p> <p><a href="http://www.library.illinois.edu/learn/ondemand/index.html">http://www.library.illinois.edu/learn/ondemand/index.html</a></p>				