

APPENDIX

Memorandum

Institutional Research and Planning

To: **Academic Senate Presidents and Chancellor Martha Kanter**
From: **Bob Barr**
Date: **April 18, 2006**
Re: **Findings of the Faculty Survey on Public Domain Learning Materials**

The attached set of tables and responses provide the findings of the Faculty Survey on Public Domain Learning Materials conducted online during March 2006.

The Sample

There were 140 faculty respondents to the survey of which 78 were full-time and 62 part-time. As there are 196 full-time Foothill and 305 De Anza faculty, the full-time response rate was 16%. The part-time response rate is estimated to be 7%. This is likely to be a biased sample not well representing the views of the entire faculty. The sample is likely biased toward those with knowledge of or interest in using public domain learning materials.

Key Findings

- 80% of the respondents were somewhat or very interested in using public domain learning materials in their classes.
- 12% chose not to complete the entire survey.
- Of 119 responding, 47% said they were aware of public domain learning materials in their field.
- 51 respondents provided their name and email address so that we could contact them regarding their experience or knowledge with public domain learning materials.
- Of 80 providing an assessment of public domain learning materials in their field, 61% judged them to be of very high or good quality while another 39% said they were of fair or low quality.
- 31% of 118 responding said they were using public domain learning materials in their classes.
- The disciplines/courses in which faculty are using public domain learning materials are: Admin of Justice, Anthropology, Astronomy, Biology, CIS, English1, ESL, Film & TV, Geology, History, Humanities, Library Sci, Japanese, Mandarin, Math, Music, Nanotech, Paralegal, PE, Psychology, Reading, Sociology, Special Ed, and Typography.
- Those reporting use of public domain learning materials in classes indicate their greatest use is of reference works, journal articles, and various type of images. Only 15 reported using either paper or Internet public domain textbooks. 14 reported using other fiction or non-fiction public domain books. 25 reported using some other type of public domain learning materials.
- Other public domain learning materials mentioned by respondents include: audio files, white papers, blogs, computer code, databases, interactive web modules, podcast lectures, SEC financial documents, PowerPoint files, and tutorials.
- Of the 52 responding about how costs are handled, 15% said copies are provided with district/college funds and 29% report that students make or buy their own copies. 56% report some other method.
- In indicating other methods of handling costs, most respondents refer to free Internet downloads and links to Internet material (which may not be in the public domain but nevertheless is available on the Internet). Where students download textual material, they bear the costs of printing, if printed. Some instructors mentioned non-public domain material they have purchased with their own funds.
- Of 116 responding, 74% say they are likely or very likely to use public domain learning materials in the near future.
- Of 113 responding, 47% say they are interested in helping the district produce public domain learning materials.
- Of the 69 responding to the open-end question about conditions which would be needed to contribute to producing public domain learning materials, the largest number, 19, mentioned stipends or release time. Part-time faculty indicated they had little time to devote to such projects. Many, at least 15, indicated participation

would depend on the amount of time, deadlines, what is being produced. At least 10 indicated an interest in contributing for intrinsic rewards such as discovering new teaching materials and reducing costs for students. Some suggested it depended upon the level of commitment of the district. Others indicated they were already producing or identifying learning materials, some of which may not be public domain materials.

- Of the 59 responding to the closed-end item regarding support or resources needed to contribute to producing public domain learning materials, 76% indicated a need for an FHDA web repository of public domain materials, 66% a workshop on the nature of public domain learning materials, and 51% a development team to work with. 42% would like training in the Etudes/Sakai course management system. There was also expressed need for understanding copyright issues and UC/CSU articulation issues.
- Of the 19 indicating some other form of support, several repeated “conditions” required like stipends or release time. Other suggestions included support for a home broadband connection, FHDA server space, online workshops, and multimedia and web design software.

Conclusion

At least among the respondents who completed the entire survey, there seems to be considerable interest in using, sharing, and even producing public domain learning materials. A third of the respondents noted they were already using public domain learning materials in their classes. As this sample does not represent the entire faculty, it cannot be concluded that a third of the faculty are using public domain learning materials though many are no doubt using Internet resources. Part-time faculty noted that they had little time for developing public domain learning materials despite some interest among these respondents. It should also be noted that many “free” learning materials, particularly those available on the Internet, are not necessarily in the public domain even though they are available to the public. Clearly, confusion exists among the respondents about the difference between available free material that is and is not in the public domain.

Some respondents noted the complexity of this issue and others noted that producing quality materials requires considerable time and energy, which for the most part, would require some form of compensation. Most of those commenting seem to suggest that the greatest use and potential of public domain learning materials is as a supplement to standard textbooks or other primary course material. A couple of comments seem to suggest that producing public domain textbooks would be a very difficult task.

Survey on Public Domain Learning Materials Findings, April 7, 2006

Q1 Full or Part-time Faculty?

	Frequency	Percent
Full-time faculty	78	55.7
Part-time faculty	62	44.3
Total	140	100.0

Q2 Are you interested in using public domain learning materials in your classes?

	Frequency	Percent
No opinion	12	8.6
Not interested	15	10.7
Somewhat interested	61	43.6
Very interested	52	37.1
Total	140	100.0

Q3 Would you like to complete the remainder of the survey?

	Frequency	Percent
No	17	12.1
Yes	123	87.9
Total	140	100.0

Q4 Are you aware of public domain learning materials for teaching and learning in your field?

	Frequency	Percent
I am aware of such materials.	56	47.1
I am not aware of such materials.	63	52.9
Total	119	100.0

Q4_name If you are aware, may we have your name and email? (In case we need to contact you regarding your experience/knowledge on this issue.)

[Names/email addresses removed to protect privacy]

Q5 What is your assessment of the quality of public domain learning materials in your field?

	Frequency	Percent
Very high quality	17	21.3
Good quality	31	38.8
Fair quality	31	38.8
Low quality	1	1.3
Total	80	100.0

Q6 Are you currently using any public domain learning materials in your classes?

	Frequency	Percent
No	81	68.6
Yes	37	31.4
Total	118	100.0

Q6 - explain If Yes, are you currently using any public domain learning materials in your classes?

- Administration of Justice 01
- All 6 courses
- Anthro 1
- Astronomy 10A, Astronomy 10B, Astronomy 10L, Physics 12
- Biology 41 and Biology 45
- CIS 15A
- CIS068k - Python Programming
- CIS68C1 Linux/Unix Administration CIS68A Introduction to Linux /Unix
- CIS92a
- English 1A - Freshman Comp
- English 1A and 1B (College Writing), and 48 a/b/c (American Lit)
- ESL
- ESL 172
- EWRT 1B, 100B
- F/TV 2A: History of Cinema (1895-1950) F/TV 2B: History of Cinema (1950-Present) F/TV 1: Introduction to Film
- GEOL 10 extensive use for course including virtual textbook and materials adapted for laboratory. OCEN 10 Some use in discussion sessions.
- History 17B
- History 4C
- Human Sexuality
- Humanities 16, Arts Ideas and Values Arts 1A, Introduction to Visual Arts Arts 2A, Art History of the Ancient World (3 courses I teach regularly)
- I am a PT librarian at De Anza but have used public-domain materials for years. At DA I used such materials in ES 90, orientations and working with individual students. I have also public domain materials in Lib 244 at SJSU, Lib 15 at SJCC, LT65 at Foothill, and at other CC libraries and classes.
- Intro. to Shakespeare Children's Lit. Mythology and Folklore EWRT 1a
- Introduction to Unix/Linux Unix System Administration Unix Networking
- Japanese 4 Japanese 5 Japanese 6

- Mandarin 1,2,3,4,5,6
- Math 11, Math 1A, Math 1B, Math 1C
- Music 1 Intro to Music, Music 8 Intermediate Electronic Music, Music 51 Intro to Electronic Music
- Nanotechnology Bioinformatics
- Paralegal 92A Corporations
- PE-2 Beg/Int Karate
- PE 28A lifeguard training & 26 series swim classes--my website has links for students to read about safety factors, nutrition for swimmers, etc.
- PSYC 1
- Reading 100
- social psych general psych psychology of women developmental psych
- Sociology 1
- SPED 140 SPED 190
- Statistics
- Typography

Q7 If yes to #6, what type of public domain learning materials or teaching materials do you use in your classes? (Check all that apply.)

	Frequency
Paper textbooks	8
Textbooks available on the Internet	7
Non-fiction books	8
Fiction books	6
Journal and journal articles	24
Reference works/materials	30
Images, music, or movies	22
Other materials	25

Q7 – Other:

- audio and video files, courseware software
- Background information concerning biotechnologies provided by Biotech Companies (White Papers)
- blogs, wikis, and eportfolios
- compiler
- Computer program source code
- Data bases; materials shared by other faculty
- Data sets of various kinds and online laboratory modules, visualizations for labs, digital maps, etc.
- Exercises, labs, solutions, etc.
- grammar exercises
- I am aware of them, but do not use them in any directed manner.
- I am sure there are materials available that I do not know of and would like to know much more. I teach distance learning WebCT class with some material on Internet, some on publisher site, some in textbooks. For classroom based teaching: Currently, my largest use is to obtain electronic images in arts and humanities classes. Also current events/news articles relevant to archeology or arts/humanities topics. I have not found a complete replacement for textbook in public domain, but I believe that it could be done. But one major concern for classroom based learners (vs. distance learning): students who don't have EASY access to computer- they are not as computer savvy, it takes a lot more time for them to do ANYTHING requiring computer, and it is an obstacle for success. Tends to be an economic issue that affects mainly students of color. It could be exclusionary unless such students get a computer and use it regularly enough to be comfortable. Discomfort =

procrastination, undue burden of time, poor grades, late work, decreased motivation or enthusiasm, even more obstacles than they already face. Partial solution is to print everything in a reader but that does limit types of activity such students could be required to do (i.e., researching a very specific topic not adequately supported in library). Of course, if adequate public domain material replaced a large number of texts, student might then be able to afford a computer, perhaps with financial aid for computer loan.

- I don't currently use them, but I know that there are physics concepts in the form of virtual demos (movies that demonstrate the concepts). The nice thing about these is they are typically interactive, so you can make changes to the conditions and see how that effects the outcome.
- interactive web modules
- lectures available on podcasts
- Newspaper articles
- Note, I reference such materials. I teach accounting and as a CPA and member of the profession, there are vast materials available for supporting my teaching. This is my first semester and I have used these references sparingly.
- We do use the financial literacy information from SEC and publicly held company investor sites.
- online articles and short literary works, as well as online grammar/writing reference materials
- Online documentation, white papers
- plays and poems of Shakespeare myths and folktales children's nursery rhymes older essays
- PPT files / lectures public PDF articles / lectures
- Primary source documents and multimedia for history
- related web sites and web pages
- Some mail order publications from ERIC, and database publications from the government.
- textbook related websites
- Tutorials
- Video tapes purchased through PBS, The Discovery Channel or independent producers of works shown on PBS. Recommended reading list.
- Virtually any type of material that can be found on the Web.
- web pages
- What is public domain material???

Q8 If Yes to #6, how are the costs of using public domain learning or teaching materials you're your classes handled?

	Frequency	Percent
Copies are provided to students using college/district funds.	8	15.4
Students make or buy their own copies.	15	28.8
Other Please explain briefly:	29	55.8
Total	52	100.0

Q8 - Other Please explain briefly:

- Almost all of these materials are available online or in a digital form that is used in laboratory. This includes software and data for use in lab.
- beside textbooks and workbooks, all the materials are online and free.
- BOTH!
- Copies are returned by students after use
- either in their readers, which they buy, or through student materials fees when I make copies
- Either via links from my web sites or they are materials that I use in my classroom activities. While technically not public domain, I also make available certain materials that I have created without charge while retaining intellectual property rights to those materials.
- I don't limit myself only to public domain materials. I put links on my website. I distribute B&W handouts, but mostly text, not images. I limit printing because of budget and ask students to print from my website or other

sites. But for public domain, students need computer access to find, print information, even if I put it on my website for them. In my disciplines, B&W copies are adequate only as memory joggers but not for "electronic textbooks." Students and I must have good color images, which are available on the net. Price is exorbitant to buy digital images and time prohibitive to create my own collection for art history and humanities classes (thousands of images needed). Computer technology in classroom is not reliable enough to count on digital projections. So, I have not completely replaced textbooks and still use already existing 35mm slides in classroom.

- I link from my faculty website to material. Students can read it there and/or print copies.
- I only use material that can be downloaded by the student. In some cases, I download files for storage on the etudes website (giving the full URL as a reference) to insure availability of materials in case of website access problems.
- I show the video tapes that I have personally purchased from my own funds. I suggest books, video tapes, and/or web sites that I think will be beneficial.
- I use a lot of these materials to enhance my own knowledge, which in turn helps my instruction ability.
- I was only planning on using them during lecture.
- Images/Films are projected on a screen.
- It's all online
- Lecture supplement
- Most materials are accessed by the students through mail or internet. Web-based materials are linked from the class website. I have also ordered class sets of materials when they have been available for no cost.
- My coursework (most of it is original) is supplemented by images from museums, or from my personal collection of art from art journals. These images are provided as examples to the online classes and as supplementary material to other students currently enrolled in the same discipline that quarter. Images of previous student work (published with permission) is presented (as would happen in a face-to-face class), but the form taken for the web class is non-printable, very small PDF images. Students seeing slides of previous work would not be able to "take it away" with them, so I think should not be able to in an online course either.
- OHP
- Online only
- soft copy downloads
- Students access resources online.
- Students access the materials online so there is no cost.
- Students are provided the URL to access materials online, some material is included in class handouts that I generally print at home.
- students download it themselves
- Students examine or read online.
- There are no costs. I mostly use 'public' domain materials. In some cases, the only cost is that of duplication, which I charge to my division/departement. Most of these materials are available on the web and I have web access in the classroom I use.
- There is generally no charge for these items.
- There is no cost to students. Rather, the access to online licensed databases and the access to the Web is paid for by the colleges.
- these materials are available online free of charge
- They use library books or free internet sources
- This survey is way too simplistic and really doesn't understand the real world of teaching. The whole effort is way too focused on a textbook model of public domain materials. That's not how most good teachers use these materials. These are resources on the web which one ADDS to a course which ALSO needs a good textbook.
- Trial downloads In class demos

Q9 How likely are you to use public domain learning materials in the near future?

	Frequency	Percent
Very likely	39	33.6
Likely	47	40.5
Neither likely nor unlikely	27	23.3
Not likely	3	2.6
Total	116	100.0

Q10 Are you interested in helping the district produce public domain learning materials for your classes or field?

	Frequency	Percent
No	60	53.1
Yes	53	46.9
Total	113	100.0

Q11 Under what conditions would you be willing to contribute to producing public domain learning or teaching materials?

- Again, this survey is too simplistic and the subject is complex and nuanced. Good teachers already know how to do this without any intervention from the district. We all have professional societies and other resources to help us. I already produce such materials and put them on the Web as appropriate through journals, professional societies, astronomy web sites, etc. There is no need for anyone in the administration or governance of Foothill to become involved
- Anything at my faculty website is already available to others. Some faculty at other colleges are already linking to my site for their students to learn from. (For example, the history of swimming webpage I wrote to enhance the PE 26 series has already had over 50,000 hits.) BUT most of what I teach is for Red Cross certification, and other materials/books/videos can not be substituted.
- Credit to me.
- finding research and publications in my area of interest, providing references
- for a stipend
- Hard copy
- HOW ABOUT A THIRD CHOICE IN #10?? POSSIBLY ? DEPENDS ON SEVERAL FACTORS, INCLUDING DEADLINES, TIME COMMITMENT, SIMILAR. S. H. Davidson Foothill BSS
- I'd be willing to contribute if it reduced the cost of materials for students.
- I'm not sure how to answer this question. I would be willing to help by contributing my expertise and some time and energy with the help or underwriting of such projects from other sources.
- I've been an adjunct faculty for 19 years. A full time permanent faculty position would be a sufficient condition for my contributions.
- I am a part-time instructor and do not have the time or a future that is predictable enough to engage in this sort of work. I think it's a great move, but at present I have to be more concerned with survival.
- I am a pragmatist: I would be interested if I believed that there was a real commitment on part of district, truly fair compensation (not part-time, inequitable pay schedule) and a goal of producing a genuine product that I would also be able to use in my own teaching. In addition to reducing textbook expenses for students, it could add more value and greater breadth and depth to a course, improve my teaching effectiveness, increase active learning and student interest.

- I am interested in learning more about such materials, but have near zero experience with finding such materials (unless asking students to view documents/articles on websites counts??) and therefore feel that I am very much in need of being informed and introduced to these materials myself before producing them for others.
- I am not completely sure what this would entail. My guess is that it would mean contacting authors and other sources to seek their permission etc. Also, this could include compiling material into some logical sequence.
- I am too busy to create my own materials. I would be glad to share my knowledge about existing sources
- I choose what materials.
- I do now and have for 8 years
- I don't feel that I have expertise in programming these physics demonstrations. If I was developing something for myself, I wouldn't mind outing a little extra effort into making it available to others.
- I don't know enough about it
- I don't really think that it is necessary in History -- there is just a TON of stuff out there already. What really needs to happen is to vet the sources and make an index of them for instructors.
- I guess this would depend upon time requirements, constraints, objectives, and related additional information.
- I have a full time job, so I would need to work on this outside of work hours. Also now I am preparing for teaching my first class and am creating new materials in ETUDES-NG, so could not work on this project until April at the earliest, July and after would work the best.
- I have already produced many learning modules, online resources, digital data sets, including a virtual textbook (an online course reader) for my Geology classes. I developed most of these resources under NSF grants including for the National Digital Science Library and would do so in the future.
- I have no context from which to draw. I don't know what "contribute to producing..." means re: time? energy? money? any type of resource...need more information before I can comment.
- I have no idea what would be involved.
- I have produced them (or the equivalent) for my own classes. I would also be interested in collaborating with faculty teams to create shared resources.
- I need more info regarding public domain and of course I like to be compensated for my time.
- I need more information to account for my support.
- I need more instruction in how to use these materials
- I produced my own materials for Biology 10 and for Anthropology 1 during my sabbaticals. Part-time instructors in the Biology Department often started out using my Bio 10 lab manual. I think all that is needed is more encouragement of other instructors to do the same via workshops and institutional "blessing" that it is OK to use in house materials rather than commercial sources.
- I teach full time at a high school, but I appreciate you trying to enhance our profession.
- I think it is a good idea, but only being part-time faculty I do not have the time to donate to this worthy cause.
- I will help in contributing quality, reusable material in the area of technology, project management and program management
- I would expect to get paid and have extra time to produce the materials. It takes more time and expertise than most people realize. I am not sure if the board is aware of the time commitment and the expertise involved.
- I would have to be paid for my time.
- I would like to learn more about it before further comment.
- I would need time--currently don't have any.
- I would need to learn more about the process.
- I would not be able to help produce such materials, as I am nearly overloaded as it is. Thanks, anyway.
- I would want to be paid for my time
- If I can do it online.
- If I got release time for development
- If I had a good deal more time available than I do.
- If I have IT supports, some guidelines, some compensations and better yet with other colleague's collaboration, I will love to do it.
- If I were paid. This sounds like a rape of our intellectual property.
- If release time/salary adjustment were given
- If there is released time available or a stipend. I might do it as a PDL project.
- It's a lot of work, If I have materials that are already complete, I don't mind sharing them in the public domain, but I don't have the time to make things just for that purpose. A course I designed and built has been adopted by the Sophia project and is available in the public domain for others to use.

- It would depend upon how much the district is willing to protect original teaching materials. Generic information, that's okay, I'm willing to participate, but information that takes years of creativity to generate and years of trial and error to perfect, no.
- Need release time or stipends
- No conditions. Glad to be able to expand and add to the resources which aid student learning and retention
- no special constraints
- Not sure if materials I have in mind fit topic of this survey, but I am interested in working with others to develop a video illustrating different (culturally based) communication styles. Such a video would be useful in Speech courses in Intercultural Communication and Interpersonal Communication, and might also be relevant to Anthropology courses and courses on interethnic relations and "grassroots democracy" type courses.
- Note that I am only a part-time, occasional employee of your district. Because I work in multiple colleges I, normally, do not have time to create materials for a specific district.
- release time or stipend
- Release time or financial compensation
- release time, stipend
- Release time/financial compensation
- stipend for developing materials
- The materials I have used have always been in conjunction with a central text - to replace that text with PDM would involve equitable material and content to meet the demands of the curriculum. Copyright, accessibility, storage area, etc would have to be considered. Not to mention - who would review and approve materials as being adequate to use as texts for courses.
- The materials/activities I use are mostly out of individual choice/preference. In the field of statistics, there are numerous applications. I can guarantee you that the applications I am interested in are very different from those of other faculty. Of course, the theoretical underpinnings remain of the underlying material remain constant, but that is what textbooks are for, in my view.
- There would have to be substantial monetary compensation - this is basically asking faculty to write an online textbook for which they will get no royalties!
- To the extent that I am doing it presently
- Unclear--do you mean write/produce public domain material or assist in gathering (making available) appropriate public domain materials specific to our department or division?
- Whatever I can do to be a part of it I would do. We need to get onboard
- Working with others to research materials.
- Would evaluate materials for psychology courses. Contribute if possible.
- Would have to be a negotiated load item.

Q11-Name If you are interested (in contributing), would you please provide your name?

[Names removed to protect privacy]

Q12 If you expressed interest in #10, what support or resources would you need? (Check all that apply.)

	Frequency	Percent of Total Responding
Total number responding to this item = 59		
A development team to work with	30	50.8
Workshop on copyright or intellectual property issues	26	44.1
Workshop on the nature, availability, and accessibility of public domain materials	39	66.1
A FHDA web site repository of public domain materials	45	76.3
Training in conjunction with Etudes/Sakai course management	25	42.4
Support in handling UC/CSU articulation concerns and related issues	21	35.6
Other support:	17	28.8

Q12-Other support:

- \$\$\$
- A broadband internet connection to my home.
- A staff card. So I can get a parking sticker. I did not get the staff card because I did not get any assignment (CIS)
- Additional information on how the materials would be available to students and others.
- Again, there is no need for the district to become involved, except to provide faculty with good computers and computer access that is not interrupted by spam and glitches.
- Currently I was unable to get server space to put my Virtual Textbook online at Foothill. It is hosted by Columbia University and mirrored at San Francisco State University.
- ESP THE UC/CSU ISSUE !! IS IT NOT "A TEAM "WITH WHICH" TO WORK??
- Funds.
- I am already using the Internet and the resources at hand on it, very extensively in my regular and online ETUDES classes. I would like help and guidance to develop on this and make it an integrated working system.
- I am certain there are other items I would require, however I am simply unaware of them at this time.
- I might have checked more of the above, if I were made aware of the potential scope and applications of such a project (i.e.: Training in conjunction with Etudes/Sakai course management).
- I would be interested in learning what other potentially useful materials are "out there." It would be good to get info from a team that could investigate whether use of our own materials or public domain materials would be acceptable with UC/CSU articulation. Verification that these materials would be OK might encourage instructors to move in this direction
- Nothing. I have been doing so for 8 years all on my own
- Online versions of the workshops
- Possibly, software for multimedia and/or web design. I would need development support for creating visuals/multimedia components, and some support in course design might be helpful, but not required. If Etudes is required CMS, I need the workshop. I now use WebCT. My concern is the exclusion of students of color at the low end of economic scale if public domain program is applied to classroom based learning (see concern identified above). If this would be (potentially) a brand new course, I would need support on articulation issues, but not if it is a re-creation of an existing course offering in my discipline. I am on dial up modem at home; I would need to investigate high speed options currently available in Santa Cruz mountains.
- release time
- stipend to compensate for time
- Time and money to get the job done.
- Video production materials and crew (could be partially a student project?)