

Academic Technology Principles

Despite a high degree of organizational energy and activity, CSU system policy on academic technology can be characterized as *laissez faire* leaving a good deal of operational decision-making to the campuses. Moreover, that policy has not been codified in a succinct statement. However, CSU system decisions and operations with regard to academic technology have been consistent, largely based upon a set of principles which can be extrapolated from documents developed within the CSU during the past few years. Some are system policy emanating from the Cornerstones strategic planning process¹, the Commission on Learning Resources and Instruction Technology², and the Integrated Technology Strategy/Technology Infrastructure Initiative³, and others are derived from recommendations of the Academic Senate CSU⁴. These principles have never been assembled as a set and approved, endorsed, or otherwise blessed by any official body in the CSU. However, individually, they do represent policy or the view of some significant CSU constituency and collectively, they reflect the mission and culture of the CSU vis-à-vis academic technology.

Principles:

1. The CSU promotes or supports the use of technology mediated instruction⁵ insofar as it improves or maintains the quality of teaching and learning possible through the use of traditional pedagogies alone⁶.
2. Technology mediated instruction offers the possibility of improving access to higher education both for groups previously unable to attend a CSU campus and for the current population of students⁷ This includes improving access to instruction and improving access to student academic support services.
3. CSU faculty have the responsibility for determining the pedagogies and instructional methods they wish to use to achieve the learning outcomes they have defined. As such, the faculty must determine the appropriate use of technology mediated instruction in their instructional modules,

¹ *The Cornerstones Report*, 1998.

² *Removing Obstacles to the Use of Instructional Technology*, (August 1995); and *Strategic Goals*, 1998.

³ *Status and Directions*, October 1998.

⁴ *Baccalaureate Education in the California State University*, May 1996; *Principles Regarding Technology Mediated Instruction in the CSU*, May 1996; and *Recommendations Regarding Technology Mediated Instruction in the CSU*, May 1996.

⁵ As used in this document, *technology mediated instruction* refers to all forms of instruction that are enhanced by or utilize electronic and/or computer-based technology. It specifically includes synchronous and asynchronous video instruction, instructional modules delivered via mass media, and computer-assisted or computer-based instruction.

⁶ See ASCSU, *Baccalaureate Education in the California State University*, P. 9; *The Cornerstones Report*, P. 2, fundamental commitment #1; ASCSU, *Principles Regarding Technology Mediated Instruction in the CSU*, principle #2.

⁷ See *The Cornerstones Report*, P. 2, fundamental commitment #1; CLRIT, *Removing Obstacles to the Use of Instructional Technology*, joint finding of the Work Group on Academic Issues and the Work Group on Administrative and Fiscal Issues.

- courses, and academic programs.⁸ Thus campuses should have significant autonomy in developing their own technology support programs.⁹
4. Technology mediated instruction augments and enhances traditional pedagogies; it does not replace them.¹⁰ Opportunities for faculty and student interaction should be an integral part of all instructional modules, courses, and academic programs that utilize technology mediated instruction.¹¹
 5. The effective use of technology mediated instruction must be fully supported by faculty professional development programs, technical support programs, equipment acquisition, library resources, and the construction of appropriate instructional facilities.¹²
 6. CSU faculty personnel processes should value and reward all course and curricular development, and professional development activities that result in improved instruction including those focusing upon technology mediated instruction.¹³
 7. CSU faculty must be informed in a systematic and continuous fashion of their rights and responsibilities regarding the ownership and fair use of intellectual property.¹⁴ The CSU should promulgate policies regarding the ownership of intellectual property that encourage the development of applications of technology mediated instruction¹⁵.
 8. CSU faculty and administrators should be informed in a systematic and continuous fashion of the benefits and costs of developing and using technology mediated instruction so that they can make informed decisions about learning outcomes and alternative instructional methods¹⁶.
 9. The CSU should encourage and support the use of technology mediated instruction to facilitate the dissemination and sharing of instructional

⁸ See ASCSU, *Baccalaureate Education in the California State University*, P.9; ASCSU, *Principles Regarding Technology Mediated Instruction in the CSU*, principle #1.

⁹ See *The Cornerstones Report*, P. 19, Principle #10.

¹⁰ See ASCSU, *Baccalaureate Education in the California State University*, P.9.

¹¹ See CLRIT, *Removing Obstacles to the Use of Instructional Technology*, recommendations of the Work Group on Academic Issues.

¹² See ASCSU, *Principles Regarding Technology Mediated Instruction in the CSU*, principles #4 and #5; CLRIT, *Removing Obstacles to the Use of Instruction Technologies*, recommendations of the Work Group on Academic Issues and recommendations of the Work Group on Administrative and Fiscal Issues.

¹³ ASCSU, *Principles Regarding Technology Mediated Instruction in the CSU*, principle #7.

¹⁴ ASCSU, *Recommendations Regarding Technology Mediation Instruction in the CSU*, recommendation #7.

¹⁵ CLRIT and the Commission on the Extended University, *Proposed Copyright Policy for Projects funded by CLRIT and CEU, 1999*, pending approval.

¹⁶ *The Cornerstones Report*, P. 15, recommendation 7h.

modules, courses, and academic programs throughout and beyond the CSU system.¹⁷

Academic and student services in support of technology mediated instruction must be comparable to those provided for traditional pedagogies.¹⁸ Technology should be promoted not only for instructional purposes, but to improve student services such as advising, degree audit, transcript viewing, admissions, registration, and course enrollment.

¹⁷ ASCSU, *Recommendations Regarding Technology Mediation Instruction in the CSU*, recommendation #2; CLRIT, *Removing Obstacles to the Use of Instructional Technology*, joint recommendation of the Work Group on Academic Issues and the Work Group on Administrative and Fiscal Issues.

¹⁸ ASCSU, *Principles Regarding Technology Mediated Instruction in the CSU*, principle #3; CLRIT, *Removing Obstacles to the Use of Instruction Technology*, recommendations of the Work Group on Academic Issues.