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## FSTC Newsletter

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## A Note from the Editor

By Dr. Christopher White



Welcome to the Spring 2015 issue of the *FSTC Newsletter*. The *Newsletter* is designed to help the GSU faculty community stay connected with the faculty development events and initiatives happening here on campus. The *Newsletter* also provides a way for faculty to share ideas that might be of general interest to us all as teachers and scholars.

This issue begins with Teri Sosa's reflections on events the FSTC has sponsored so far this semester, along with a preview of the Center's goals for next fall. The issue features an update from this semester's FSTC Faculty-in-Residence, Serena Wadhwa, and some reflections from Steven Wagner on teaching the first-year students. Also in this issue Debbie James tells us about the revamped *GSU Phoenix*, and Lydia Morrow Ruetten offers some helpful thoughts on Copyright and Fair Use as it pertains to faculty at GSU. Rounding out the issue, Lucianne Brown shares with us some of her adventures as a faculty resident at Prairie Place.

If you or your colleagues are planning any faculty-development related speaker, activity, or workshop, let us know—we'll help you publicize it. Also, if you'd like to propose a short article for a future issue, we would love to hear from you! Email me at [cwhite@govst.edu](mailto:cwhite@govst.edu), or Teri Sosa at [tsosa@govst.edu](mailto:tsosa@govst.edu). Enjoy!

## A Note from the Director

By Dr. Teri Sosa

This has been a wonderful semester filled with interesting and engaging programs. We have had presentations on Service Learning Grants, Copyright, Teaching First-Year Students, Classroom Management, and Work-Life Balance. We also had a very successful Rapid Fire Research Workshop where 13 faculty members introduced their current research. If you haven't attended an FSTC workshop in a while, please consider checking one out!



In addition to these general programming events, the Center also hosted an adjunct dinner earlier this spring, bringing 35 adjunct faculty together to discuss our students, classroom tips, assessment and online learning. Other targeted programming includes first-year faculty lunches which have provided forums for new faculty to discuss issues specific to joining our community.

The FSTC's top priorities for Fall 2015 are: 1) developing a civic learning database as a resource to faculty who wish to infuse their courses with civic inquiry, 2) providing orientation and programming for our new faculty, and 3) developing extended mentoring programs for all faculty members. In addition, we will continue to provide a variety of interesting, engaging workshops in teaching, research, and service.

In the meantime, we are developing our website and should have a more comprehensive site available sometime in the summer. One of my hopes is to provide video archives of some of our most interesting programs so that faculty who are unable to attend specific events can still access them through the FSTC website. We also plan to develop a comprehensive calendar of all faculty workshops, including those not presented by FSTC.

In closing, I would like to thank the Faculty Development Advisory Council. Under the leadership of Christopher White, the members of the Council have become true partners in developing faculty programs.

As always, please feel free to contact me ([tsosa@govst.edu](mailto:tsosa@govst.edu)) with any comments, suggestions or questions. Your participation makes the Center better!

## Serena Wadhwa: FSTC Faculty-in-Residence, Spring 2015

Faculty Development at GSU

By Dr. Serena Wadhwa



Curiosity serves well in the area of professional development. In fact, it led me to the Faculty-in-Residence position for the Spring 2015 term. My hope as the Spring 2015 FSTC Faculty-in-Residence is to awaken that curiosity in the faculty at GSU. It's easy to get burned out with all the professional demands and responsibilities of our work as faculty; however, there's something about curiosity that keeps that spark from burning out. Being able to find that balance is key. On March 5th, I presented on work-life balance satisfaction and provided several techniques to bring balance into one's life. Part of this is remembering what's important to you and how you can honor that in all you do, including the work that has to be done. Several faculty members that attended mentioned how the workshop helped them realign their priorities and recognize the importance of their own values when it comes to work-life balance. It was a common response that the workshop needed to be longer. I'll be offering the workshop again on April 30th.

Also in April, I'll be offering a workshop on "Getting the Facts on Substance Use." As an active clinician and educator in the field of substance use, I recognize the misinformation that exists about substances and the high level of stigma that makes it challenging for individuals to seek treatment and maintain recovery. In this presentation, we'll explore aspects of habitual behaviors and the emotional, cognitive, biological, social aspects of addiction. Additionally, we'll look at some of the misconceptions and get the facts about substances, substance use, abuse, and addiction. We'll also explore some ways to recognize when an individual may be under the influence and how to handle these situations effectively and with integrity. Oh, and there will be games and maybe some prizes. You can find out by attending, if you're curious.

In a third workshop, "Bringing Your Creativity to the Classroom (and Having a Little Fun)," we'll explore how to actually make learning fun. Information can be dry; however, the delivery of it does not have to be that way. In this presentation, I'll cover the styles of learning and discuss ways to incorporate these into your lesson plans, which ties into perhaps one way you can feel more satisfied with your work-life balance. Not only will your creative vibe be awakened, your curiosity and funny bone may be, too. (Okay, this may be putting pressure on me to deliver, so you may as well come out and see what happens.)

As the Spring 2015 FSTC Faculty-in-Residence, not only am I providing workshops that serve to help faculty development, I'm also "interning" on the Faculty Development Advisory Council to see how the Council works and relates to other systems within the university. It's a fascinating experience to see how this group works to ensure faculty needs are being met as well as working on the actual events themselves! A lot of work goes into these workshops, resources and other events, which is not something I knew. Once again, curiosity working its magic.

## Reflections on Teaching the First First-Year Students at GSU

By Dr. Stephen Wagner



Prior to last semester, it had been many years since I was faced with the challenge of teaching students in their first year of college. I was eager to play a role in an endeavor of such historic significance for GSU. Furthermore, I was enthused to use the professional development I had received on High Impact Teaching Practices for my new First-Year Seminar on Sustainability. Recently, as I reflected on that seminar, I identified a number of paradoxes about students at this stage of matriculation.

The first paradox I perceived is that social connections for first-year students develop quite rapidly and rather slowly. My first-year students quickly developed strong relationships with one another because they were faced with the common challenge of figuring out what it means to be a college student. However, they seemed to take a bit more time to become comfortable with me, their instructor, than my other students with more experience in higher education. Having a peer mentor in my class provided students with a person with whom they had an immediate connection and helped those who were uncertain about how to approach me with their questions and concerns. I also used a group project to leverage the students' affinity for one another and directed it toward preparing a presentation exploring challenging questions related to their cohort theme.

The second paradox I identified was that first-year students are both extroverted and introverted. My first-year students were very enthusiastic in their informal interactions and yet quite reserved when it came to interacting more formally during class. When I found it difficult to get students to participate I often called on the peer mentor, who attended my class and provided a model for

how to participate. Another tactic I used was to assign regular journal entries that required students to integrate the readings with videos related to the topic we were discussing. The journal served as a method for “flipping” the class and preparing students to thoughtfully discuss the course content.

The third paradox I recognized was that first-year students are both sophisticated and naïve with regards to using technology. My students were quite adept at using the latest technology, such as smart phones and social networking programs; however, this sophistication often did not generalize to using technology for academic purposes. To address this paradox I collaborated with other faculty and staff to support my students’ academic uses of technology. Last summer Linda Geller and I collaborated to design an assignment to develop the information literacy of my first-year students and introduce them to technology resources in the library. In a more impromptu collaboration, I learned that my colleague Brad Smith (GSU faculty in English) had taught my students how to design a PowerPoint presentation in his composition class. The next class I had with my students I asked them to critique my PowerPoint slides and used this as an opportunity to reinforce what they had learned from Brad.

All in all, I am very pleased with my experiences teaching first-year, first-semester students at GSU. The tremendous growth exhibited by these students over the course of the semester was invigorating to witness. Furthermore, the cohort design of the General Education program has provided invaluable resources, like the peer mentors, and wonderful opportunities to collaborate with colleagues and integrate learning across the curriculum.

## The New and Improved *GSU Phoenix*

By Dr. Deborah James, Faculty Advisor to *The Phoenix*



*The Phoenix* is your bi-weekly student newspaper serving GSU students, faculty, staff and the broader community. It covers news and events on campus as well as news that is relevant to our residential and commuter students. *The Phoenix* in print hits the stands 12 times over the academic year. *The Phoenix* Facebook page delivers breaking news and serves those who prefer the online edition. The newsroom is run by a dedicated and hard-working team of student staff reporters and editors who produce the paper and also manage a roster of volunteer contributors. We attract students beyond the COMS Journalism

concentration and encourage involvement from across all disciplines.

In Spring 2013, *The Phoenix* began a transition to actively serve the needs of our civically engaged community, ensure a professionally produced news product, and grow a training environment for students. To date, the team has instituted a number of changes. The highlights include

- staff training in topics including libel, copyright, as well as reporting and writing basics;
- rules and procedures stipulating expectations for staff and volunteers in their day-to-day responsibilities;
- computers and software system upgrades to meet industry standards (and, a move to our current location);
- internal business systems established to manage human resources and ad sales, as appropriate; and,
- an archival process realized with the generous support of the folks at the GSU Library.

The team is also now updating the newspaper’s design.

Essentially running a small publishing business, staff are also trained and participate in a range of tasks from effective media distribution to working with the printer, from public relations to ad sales, in addition to learning the ins and outs of the interview process and protocols for working with campus leaders. They learn how to mentor peer writers and encourage students to contribute to the paper as well as encourage students to apply to serve on the newsroom staff.

Perhaps most importantly, *The Phoenix* has developed a culture necessary to support a cohesive team of students who demonstrate leadership through building relationships, taking responsibility for a job well done, and actively modeling GSU's mission. At all times, the organization strives to balance innovation with reaching our community, while remaining thoughtful stewards of the newspaper's financial resources. To that end, *The Phoenix* sells print advertising, and the revenue from these sales is earmarked for our student newsroom staff to professionalize and network with peers at a yearly national college media conference.

New this semester, Randall Weissman (formerly of the *Chicago Tribune* and current Adjunct Instructor of Journalism at GSU) joins us for Spring 2015 as an industry professional guest mentor. This is part of a pilot project designed to network our newsroom student staff with the Chicagoland media industry.

Lastly, we welcome new talent and hard workers. Encourage your outstanding students to apply for a position at *The Phoenix*, pitch a story, or submit a comic. *The Phoenix* is always looking for students who want to actively engage and build community at GSU. Office hours are posted on the newsroom door. Email [phoenix@govst.edu](mailto:phoenix@govst.edu).

## Copyright and Fair Use at GSU

By Lydia A. Morrow Ruetten, Dean of the Library and GSU Copyright Administrator



As I began contemplating what specific aspect of copyright I should discuss for this article, the thought was overwhelming. It was almost like being asked to write a 2-page essay on world history. Where does one start? I decided to start with “fair use” since there were many questions on the topic following Josh Sopiarcz’s presentation for the FSTC last month on copyright.

Many individuals think that because we are an academic institution, fair use applies to everything we might want to use in the classroom. It is often assumed that we have the ability to do whatever we wish, believing that we are compliant with the law. This is not necessarily the case and often times the situations are not very clear-cut.

The [fair use doctrine](#) identifies four factors that should be considered when determining whether your particular situation is fair use (or not).

In order to make this seemingly complex concept easier to navigate, a [fair use checklist](#) exists for your use when considering the four factors of the doctrine:

- (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- (2) the nature of the copyrighted work;
- (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- (4) the effect of the use upon the potential market for or value of the copyrighted work.

As you work through the checklist and check off the boxes either favoring or opposing a “fair use” determination, it should become fairly clear whether fair use applies in that specific case. If the majority of your check marks oppose fair use, then you need to seek copyright permission.

Seeking copyright permission is not as difficult as it sounds. There are many copyright websites that provide guidance in seeking permission (including sample letters) and that answer many of the questions you might have. Here are a few website favorites of Josh and mine you may wish to visit: [U.S. Copyright Office](#); [Copyright Clearance Center](#); [Columbia University Copyright Advisory Office](#); [Stanford University Copyright and Fair Use](#); and, [Baruch College Interactive Guide to Using Copyrighted Media in Your courses](#).

There are potentially serious consequences for misusing copyrighted materials, as indicated in Title 17 of the United States Code, Chapter 5: Copyright infringement and remedies. Penalties include, but are not limited to, loss of access to the resource, fees and fines, lawsuits, jail time, and possible loss of employment. If you have any doubt, you should consult a copyright attorney.

People write whole books on this topic alone and this is only a snippet, but hopefully it has provided you with a bit of guidance and encouraged you to look at this topic more seriously and evaluate whether or not you are in compliance with copyright law.

At this time, the GSU policies regarding copyright, along with the faculty composition of the new Copyright Committee, are currently being reviewed. We are in the process of revamping the Copyright page on the University Libraries website. Efforts are also underway to bring an “expert” to campus to provide a general overview of copyright.

I welcome your suggestions for inclusion of materials to the GSU copyright website. And, should you have questions, please feel free to contact me directly at [lruetten@govst.edu](mailto:lruetten@govst.edu).

## Life at Prairie Place Living and Learning Community: Year One

By Dr. Lucianne Brown



In my primary role at GSU, I direct the *Teaching with Primary Sources Program* of the Library of Congress in the College of Education. In addition, I serve as one of the first Faculty-in-Residence at Prairie Place, affectionately or not affectionately known as an FIR. The residents at Prairie Place address FIRs by our first names: “Deborah, can I speak with you privately?” “Luci, do you have an idea about this?” “Rob, can you stop by for a minute?” However, our engagement with residents does not always go as planned. One time, in my supporting role for a group of probationary freshman residents, two of my mentees saw me walking down the hall, and turned the other way to walk up the stairs. I thought to myself, “What part of our agreement have they not completed or what were they up to?” Another time I overheard a conversation in the halls in the main GSU building. “How is Prairie Place?” “You know, Prairie Place is Prairie Place! I really go home most weekends, and I am not involved that much.” Despite this, the FIRs are noticing a greater level of engagement in Spring 2015.

Since this is the first year for our Living and Learning Community, I would like to share my experience as a member of this community and what I believe is developing.

**P**eaceful: There are quiet peaceful times which are honored by most residents.

**R**ambunctious: This is not necessarily boisterous. Some residents test the rules periodically.

**A**nxious: Prairie Place strives to become a real community and meets frequently to discuss and plan activities that will bring all members closer together.

**I**nvestigative: We want to develop sustainable practices and use better products for the students' lives and reduce their carbon trail. Student entrepreneurs are mapping ideas for H2O plastic bottles.

**R**eflective: We have scheduled study sessions hosted by RAs and FIRs.

**I**ntellectual: We provide various opportunities for learning. In March, FIRs will host The Dinner Party, an evening designed to celebrate the lives and accomplishments of women and their allies.

**E**ducational: This is why we exist. Student residents have to learn how to balance their lives and jobs, without making their education secondary. They need to shape learning for the rest of their lives.

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**P**layful: Breakfast at midnight cooked by RAs and FIRs; Super Bowl party with the support of DLMD and the Media Studies Program; Cocoa and Cram session.

**L**isten: Attempt to be a better listener and support diversity.

**A**llow choices: Residents have to be offered opportunities to make choices and support one another.

**C**hallenge: Life in a learning community is challenging, and it should remain that way with new challenges.

**E**ngage: "Service Learning" leads to civic engagement in our lives, with service learning many times being situational. Examples: sold Eracism wristbands to collect money for the GSU food pantry; collected articles for the *Glass Slipper* in Chicago for high school prom girls who would not be able to participate; created Valentine's cards to send to a women's shelter.

The Prairie Place Team is composed of the Director of Housing, the RA Director, the RA Assistant Director, five RAs, and three FIRs that work together to build the Living and Learning community. In the early days, this experience has been like a roller coaster ride with many fast, high peaks and a few slow, low turns. But when you get off that ride, you need to ask yourself, was it worth it? If yes, then you want to get back on that ride. And that is what I want to do!