

UNIVERSITY OF WASHINGTON FACULTY COUNCIL ON EDUCATIONAL OUTREACH

The Faculty Council on Educational Outreach met at 9:00 a.m. on Wednesday, **June 9, 2004**, in 36 Gerberding Hall. Chair William Erdly presided.

Approval of minutes

The minutes of the June 9, 2004 FCEO meeting were approved as written.

FCEO Annual Report

Erdly said he will be writing the FCEO Annual Report, and will send the draft to council members for their suggestions.

Review Table of Contents for Draft 1 of FCEO Strategic Initiatives Document

Erdly distributed the “FCEO Strategic Planning Document – Table of Contents: Draft 1 – June 9, 2004.” He pointed out that it is only a draft, subject to revision.

“This is the basic structure of our Planning document,” said Erdly. “We want to have the Planning document completed and ready to go the Senate Executive Committee by the end of Autumn Quarter. The document is – among other things – a summary of what Educational Outreach does. It delineates where we are now as faculty with respect to FCEO issues.”

Berger said, “We’re trying to grapple with what our overall position is [on FCEO issues]. But what is that position? Are we an advocacy group?” Wells concurred: “We need to define what we are. Each year the council has a different focus.” Eberhardt said it seemed to him that the council is primarily “advisory.” Erdly responded: “We represent faculty issues. We make faculty issues known through the Faculty Senate and by communicating with our colleagues. We are concerned with hiring and with promotion and tenure. We are an element of the Faculty Senate. If faculty have concerns with issues bearing on educational outreach, we can give voice to those concerns.”

Wells said, “We started out – during my term on the council – with Distance Learning legislation. Then, did anyone do anything with that? This year we have taken a broader perspective.” It was explained that Tim Washburn, Assistant Vice President for Enrollment Services, and the head of the admissions committee that evaluates Distance Learning programs, does indeed use the criteria set forth by FCEO in its list of suggestions for evaluating potential DL programs at the University.

Erdly said, “This was a definition year for the council. The FCEO Strategic Planning Document is an attempt to articulate that definition. The growth of educational outreach beyond and within the University is a major factor shaping the Strategic Planning Document.” Wells observed that “the biggest mission now is with Arts and Sciences programs, and with grant money and funding in those programs. Ours – Dental Public Health’s – is a very special focus in the health sciences. In FCEO, we need to liaison with undergraduate programs.”

Eberhardt noted that “we had no major issue this year legislatively.” Erdly said, “Strategically, we have to pay attention, and be proactive, and not reactive. This is a five-year plan for a council such as this. And we need to get out of the blocks in the fall. We also need to see what the new administration wants.” Berger again asked: “But where do *we* go? What is the council’s direction?”

Erdly told the council that the “Position Statements” in the Planning Document “set a framework. They tell the Faculty Senate what we care about.” Wells said, “They are more issue statements than position

statements. We haven't *taken* any position yet." Deardorff said, "We might say something like: 'Here are some issues we've seen,' and express our concerns, such as solving bottleneck courses." Erdly said, "Our purpose is to create an awareness of these issues. We're in a research mode [at present]." Brock said, "I'd like these [position statements] to be true position papers. The council doesn't have a focus now. It would be good to *have* position statements, but it is hard to be advisory and proactive simultaneously. The potential role for a council such as this is great." Erdly said, "A major goal is to ensure that form can respond to changes in function."

Szatmary said, "From the macro level, you soon will top UW leadership, in joint governance with faculty. You'll want to see where they are on these issues. Some of your stated issues are implicit. You can help guide the new president and provost. It's important to think long-term. Japanese universities are making 20-year building plans around the world." Eberhardt said, "It seemed like faculty were concerned, and that they were saying, 'We don't want to let anyone who's not up to our standards [be teaching Distance Learning courses and outreach programs]. But it was a negative concern; we should give a positive turn to it.'"

Berger said, "There's a tension between the state legislature and the University about access; we're digging our heels in. Outreach is a viable alternative to just building more dorms and living space in an overcrowded University." Deardorff suggested that outreach is "a tool, a resource, to help people get started." Szatmary said, "We *have* a resource guide for faculty who want to teach online." Berger told the council: "I've done online teaching three times; it's a lot of work." Erdly said, "We have a form that supports a particular teaching activity. But how can we make sure that faculty are properly rewarded for teaching online and other non-traditional courses?"

Brock asked, "What *are* the logistical difficulties [of teaching online]?" Berger replied: "A lot of e-mail. Asynchronous vs. synchronous learning. Why would one *want* to teach this way, outside of research?" Brock responded: "I'd rather deal with 100 e-mails than with two hours of teaching in class." Wells said, "*Many* of these courses, now, can be synchronous." Erdly noted that "Berger said he was the single point of contact in his online classes. That makes a great difference." Wells said, "If it's just you alone, that's problematic."

Erdly said, "This document should indicate that 'these types of structures are more preferred by faculty [than others]." Wells said, "Sometimes, students sign on who aren't familiar with e-mail and other tools." Erdly said, "We may end up saying: 'These are short-term issues...these are long-term issues...that need to be addressed.'" Wells said, "The 'tools' have been getting better over the years." Erdly, looking ahead, said, "I don't know how things will progress, but getting *something* out early, rather than late, would be best."

As for comments and suggestions made on the draft of the Table of Contents, under "Local, Regional, National and International Perspectives," the question arose: What role does FCEO play?" Under "Future Impact of UWEO on Teaching, Research and Service," it was noted that this is "a time of transition, and that the rules are changing." Under "Barriers/Opportunities for EO," Erdly said, "What are the different perspectives on educational outreach, both as barriers and as opportunities? And what can faculty leverage on campus with respect to educational outreach?"

"We start with the things people understand, first," said Erdly. He noted that, under "Position Statements," there should be an entry for the "Use of on-campus resources (including the Libraries)." Under "Resource Guides/Knowledge Management Strategies," Erdly said, "There is more work to be done." Under "Faculty Start-up funding for EO/DL activities," Erdly said, "We'll mention Distance Learning here." Under "Promotion and Tenure for EO faculty," Erdly said, "We'll mention the need for new models, and the need to gain ground in providing tenure-track opportunities for faculty." Under "EO

Strategic Planning Process,” Erdly said, “We will look for a better way to speed up the process by which we can develop these programs and get them out to the public.” And under “External Factors (e.g., competition, certification, accreditation),” Erdly said, “We want to emphasize the need for accreditation of the courses that go out there, and the various levels of outreach activity.”

Erdly said, of the FCEO Strategic Planning Document, “We want this to be a proactive document, when it is completed, as well as an informative document.”

Planning for the 2004-2005 FCEO Academic Year

Erdly and the council agreed that the overriding goal of the council at the outset of the 2004-2005 FCEO academic year will be to complete and send to the Senate Executive Committee, by the end of Autumn Quarter, the FCEO Strategic Planning Document.

Berger noted that it will have to be determined in October “what the theme of the document will be.” Erdly said, “The core issues *are* present in the document; we have the pieces.” Berger asked: “But is this an activist document, or a defensive document? I see us as more of an activist group than a defensive group.” Erdly said, “It’s activist in a sense. Faculty should be encouraged to be involved in outreach activities. Outreach is here. It’s a good thing.” Wells concurred: “It’s here to stay. We need to make it positive.”

Acknowledgements / Well Wishes for Departing Council Members

Erdly thanked all FCEO members for their superb contributions throughout the 2003-2004 academic year, and expressed particular well wishes to departing members of the council.

Next meeting

This was the final meeting of the council in the 2003-2004 academic year. The first FCEO meeting in the 2004-2005 academic year will take place in October of Autumn Quarter.

Brian Taylor, Recorder

PRESENT: *Professors* Erdly (Chair), Berger, Brock, Eberhardt and Wells;
Ex-officio members Deardorff and Szatmary.

ABSENT: *Professors* Collins, Goldsmith (on sabbatical), Kim, Warnick and Wilkes;
Ex-officio members Johnston and Warbington.