

UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON EDUCATIONAL OUTREACH

The Faculty Council on Educational Outreach met at 9:00 a.m. on Wednesday, **May 12, 2004**, in 36 Gerberding Hall. Chair William Erdly presided.

Approval of minutes

The minutes of the April 14, 2004 FCEO meeting were approved as written.

Review section updates for Draft 1 of FCEO Strategic Initiatives Document

Erdly said he wanted anyone who had not presented his or her initiative assignment at the council's last meeting to do so now.

FCEO / HEC Board – Issue Awareness Strategy – Norma Wells

Wells told the council: “There is a disconnect between University of Washington programs and college feeder programs in community and technical colleges (SCTC) that prevails in spite of efforts on the part of the University to work with the HEC Board and the State legislature.”

“Over the past decade, at both the national and state levels of education and legislation,” Wells pointed out, “courses and programs have focused on initiatives related to the WorkFirst programs and their associated funding sources. Consequently, SCTC’s have decreased emphasis on the development of academic skills and standards needed for students acquiring advanced degrees beyond the SCTC offerings. However, because the State desires greater numbers of students to have access to and to graduate from the University, this trend has created a situation that compromises students transferring into academic programs.”

“During the 1990’s, and likely prior to that time,” said Wells, “there was an effort to coordinate programs authorized by the State Board of Community and Technical Colleges and the State Universities, but today the two systems remain separate and without ability to coordinate. Dental Hygiene is a case in point.”

“Within the decade,” Wells observed, “SBCTC authorized several new dental hygiene programs in the state: Lake Washington, Columbia Basin, and Seattle Central. One is Distance Learning, another a hybrid DL, and a third is traditional. None of these programs offers an Associate of Science degree to their graduates, only the Associate of Applied Sciences. In fact, none of the SCTC programs anywhere in the state offers an AA or AS. Consequently, students desiring direct transfer must take additional courses to meet transfer requirements or eligibility for admission into the UW. Commonly, students accumulate more than 126 credits prior to transfer.”

Wells suggested “that any strategy that this council offers be linked to getting the State Board of Higher Education and the State Board of Community and Technical Colleges to break down their perceptions that they are autonomous and independent of each other; and that would require legislative action, no doubt. Disciplines can connect and work toward improved options for transfer of credits or creation of course offering so that students can advance incrementally. However, in the dental hygiene scenario, there is no incentive from the boards of colleges, university, or the legislature to create options that might lead to a seamless technical and academic environment for progression from year one through year four of the bachelor degree. As Distance Learning and Outreach courses or programs further emerge, perhaps a seamless education with transfer students could be accomplished with graduates who can write, think, and

reason, if greater attention to avoiding course replication and working toward the bachelor and beyond becomes a priority.”

Asked specifically about “WorkFirst,” Wells said, “WorkFirst takes high school students and tries to get them jobs in a couple of years at more than minimum wage.” Berger asked: “Does this issue relate to Outreach activities?” Wells said, “I think Outreach could be a solution, along with Distance Learning. Many programs are ‘all or nothing,’ but Outreach and Distance Learning are alternatives to ‘all or nothing.’ The ‘2+2’ hampers students. FCEO could get the dialogue going between the HEC Board and the State Board of Community and Technical Colleges.”

Erdly said, “The Work Force Training and Educational Board would be the third leg in this strategic process.” Wells said, “It goes back to the ability to coordinate and cooperate.” Erdly added: “We’re looking (at UW, Bothell) at co-teaching a class with UW, Seattle to fast-track students into a University program.” Wells observed: “Specific areas *are* working within the University, but it is not happening on a broader scale. Outreach could provide bridge programs, at years one, two, three, or four, with an emphasis on math and science. Many students arrive at the University unprepared for pre-med curriculum. They have to take a fifth or even a sixth year to complete the courses they need to be competitive. The good students *will* be picked up somewhere, in some instances, by a private institution.”

Szatmary said, “We’ve done a lot of integrating (Comp Science, Psychology, etc.) but not in Dentistry. We should talk about that, about what we might provide.” Wells said, “The council potentially has a role in this process.” Erdly said, “Hopefully, between the two boards, some kind of assessment can be made of what’s going on in community colleges.” Wells added: “And hopefully, the two boards *will* connect.” Wilkes intimated: “If you could give a suggestion of a better model, that might help.” Szatmary said, “The community colleges board has been less than willing to collaborate. But on a *topic* basis – involving specific programs – a collaboration *can* take place.”

Erdly asked: “And what about other colleges? How’s Outreach working there?” Szatmary said, “Coordination is the difficult piece.” Wells pointed out: “There *are* community college programs, in the Yakima area, for example.” Erdly said, “We at UW, Bothell are competing with community colleges for students.” Szatmary noted: “Lynnwood Center has collaborated with Everett Community College. UW, Seattle does not have the resources to participate in many off-campus initiatives.”

Asked about the growth of places like the University of Phoenix, about which Szatmary has spoken to the council, Szatmary said: “The University of Phoenix now has 200,000 students.” Berger said, “Regarding distinctions [of academic preparedness] at the University of Phoenix, what standards are applied? What’s the educational bar? *Is* there one?” Szatmary said, “They’re accredited by the usual places. The curriculum is developed by instructional designers. But people are not paid much at Phoenix. This is the drawback. The *brand* notion is based on accessibility, *not* on quality. *But*, for some employers, if someone has an MBA from Phoenix, they say: ‘That’s great.’ ”

Erdly said, “It gets back to issues of access, partnering, and the like.” Berger persisted with his earlier inquiry: “*Is* it a credible *model*, a viable alternative to a traditional model?” Szatmary said, “They cherry-pick the ‘hot topics’: areas that do well, such as business and computer technology. They do *not* pick areas such as linguistics.” Erdly said, “It’s a human resource – and a core value – issue. For some, if employers don’t *care* where the degree is from, then Phoenix is as good as any place.”

Wilkes said, “They *are* qualified, and they *do* meet a need. Many high school students are *concerned* because they don’t have the same access to the University of Washington that students used to have.” Erdly said, “We – faculty – make decisions about admission into specific programs, and there are many students we are not able to admit.” Eberhardt said, “Running Start students are some of our best students.” Szatmary said, “I met with Randy Hodgins and Helen Sommers about fee-based programs: about what we’re doing at the University of Washington. They were stunned to learn that there were over 89,000 enrollments in continuing education in 2002-2003. We want to do what we *can*.”

Erdly said, “It’s an awareness issue. In terms of making people *more* aware, and in *formalizing* what UW Outreach does. You don’t have tenure-track faculty, which is a significant difference from the rest of the University.” Szatmary said, “Helen wants us to address the higher education committees in the state legislature on what we’re doing and what we need. Jack Faris, Vice President for University Relations, will put something together for incoming President Emmert on ‘the entrepreneurial University.’ *If* President Emmert likes it, it could go out to The Chronicle and elsewhere. And it’s an *internal sell* too. FCEO could help in this respect.”

Erdly asked, “How could we bring the research model into the programs? How could we put together the pieces of the puzzle to make this model go forward, and bring in tenure-track faculty and others? This would give faculty more opportunities.” Wells said, “A lot of regular faculty *are participating*, but many more are needed.” Erdly said, “With the decline of tenure-track faculty, many faculty could participate in these alternative programs.”

Wilkes said, “LSU [Louisiana State University] has good programs in this area. President Emmert comes here *aware* of such programs.” Szatmary pointed out that Steve Kerr [Education] won the Distinguished Contribution to Lifelong Learning Award. Professor Kerr, a former chair of FCEO, has been heavily involved with Distance Learning projects over the past decade, and was instrumental in guiding the council’s early discussions in this area.

Erdly informed the council that he is representing FCEO on the Visiting Committee. Szatmary thought it appropriate that the council be represented in that committee. Erdly said other committees will be looking at performance contracts. “FCEO will connect with them,” he noted. As for Educational Outreach Critical Issues / Faculty Perspectives, Eberhardt said he has outlined anecdotal stories in this area, and will submit them to the Web site set up by Wilkes. Erdly said, “We have a lot of pieces. Now, we need to re-engineer our varied documents.”

Wilkes said he used a Catalyst tool to set up his Web site for the FCEO Strategic Initiatives documents. “The members of the committee should be able to access it via their UW NetID passwords. I’ll post what you write on the site,” he told the council. “And I’ll attach your comments. Whoever drafts the text of the council’s report will have to edit it. People will be able to make comments on, but not directly change, the text of the draft, or anyone else’s document, for that matter. Let me know if you have any trouble.”

Erdly said, “I’ll put the Work Force Challenges document online, as well, and the Executive Summary.” Erdly said the document – or report – produced by the council should have many different kinds of users. Szatmary said, “the coordinating piece will be important too. Some of *your* items in your Strategic Initiatives document segue into many emerging issues at the University. Bottleneck courses are a good example. This is an area of growing concern at the University.”

Erdly said, “We have overviews. Please consider *specific* recommendations – issues coming out of each of your sections – to come up with FCEO recommendations.”

Instructions on locating the Class “B” Distance Learning Legislation [providing the same review process for Distance Learning courses; assuring that UW departments have full responsibility for the content and staffing of Distance Learning courses, whether offered directly by the unit or through UW Educational Outreach; assuring that any proposed Distance Learning degree or program must first be reviewed and then conducted on a provisional basis before consideration for permanent status; and other recommendations] that received final approval from the President, and went into effect November 26, 2001, will be sent to the council today.

Erdly said, “We’d like to have our report ready for Autumn Quarter 2004. If we choose to proceed to legislation through the Faculty Senate process, the ideal time to start that process is Autumn Quarter.”

Erdly also said he would make up a Table of Contents for the report, and send that to the council.

Next meeting

The next FCEO meeting is set for Wednesday, June 9, 2004, at 9:00 a.m., in 36 Gerberding Hall.
Brian Taylor, Recorder

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

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