

UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON EDUCATIONAL OUTREACH

The Faculty Council on Educational Outreach met at 8:30 a.m. on Tuesday, **February 2, 2005**, in 36 Gerberding Hall. Chair William Erdly presided.

Approval of minutes

The minutes of the January 5, 2005 FCEO meeting were approved as written.

Review/Comments on FCAS Memorandum regarding DL course suffixes

Erdly said the FCAS Memorandum regarding DL course suffixes has not been distributed yet. [FCAS Chair Don Janssen, in conversation with Erdly after today's FCEO meeting, said he would wait until early Friday; if no further suggestions from FCEO have come in by that time, he will send out the memo.]

Erdly said, "The time limit is coming to an end to get DL courses approved as regular courses." Szatmary said, "This is from FCAS member [Academic Standards] and former FCEO Chair Steve Buck. It is an alert to deans, directors, and chairs that the [permanent] removal of the "C" designation is imminent; courses will need to be re-approved with a DL designation. (This refers only to undergraduate courses.)

Erdly said, "At the community college level, if a course is Distance Learning, it is not noted on the transcript that the course was taken in the DL format. But it's worth consideration: whether the DL designation should be noted on the transcript." Erdly said, with respect to the memorandum, "From what we see, it looks all right." He said he would notify Don Janssen to that effect.

Asked about the HEC Board's position on this issue, Szatmary said, "The HEC Board defines a DL course as any course in which the use of Distance Learning exceeds 50% of the course's format. If it is 51% or more, the course should be designated Distance Learning, according to the HEC Board."

One reason for the change to DL designation, it was pointed out, is that "C"-suffix courses were put in a separate part of the student's academic record; this change integrates DL courses into the record of the student's regular classroom-based courses.

Erdly said the individual department should assume control of the quality of DL courses. These courses are blending so much now – Distance Learning and regular classroom courses – and departments must decide whether particular courses are to be predominantly DL or classroom-based. Szatmary said, "We have about 80 of these courses [to which the memo refers]; the memo would catch these courses."

REPORTS FROM THE TASK GROUPS:

Faculty Resource Guide for Course Development (Erdly, Szatmary, Wilkes)

Wilkes, who is leading this task group, said he will have a report ready on the Faculty Resource Guide for Course Development for the March 2nd FCEO meeting.

Summer Quarter (Warnick, Goldsmith)

Warnick said it could be useful to post basic information on Summer Quarter (as an appendix to the document she is creating with Goldsmith's help) on the Faculty Senate Website, perhaps both under FCEO and at another appropriate site on the Senate Website.

Warnick noted that Summer Quarter has changed from being state-supported to being self-sustaining. "It is functioning well; and we want it to grow," she stressed. She said the income from Summer Quarter courses goes to the general fund, which may be used in a variety of ways, faculty salaries being one of them.

Warnick said Summer Quarter has upwards of 17,000 participants, and some 1,700 courses. 70% of the students are “continuing students”; 87% are matriculated. There are also “some adult learners” and other small groups of students.

She said Summer Quarter was made fee-based in 1984. As for funding mechanisms, undergraduate students pay for 10 credits, and graduate-level students pay for 7 credits. There is the possibility of changing the 10-credit limit for undergraduates to 12, and the graduate-level limit to 9 (though that number is less certain). The increased charges for Summer Quarter are being phased in over time. The full academic rate was in place in 2003.

Warnick noted that “non-matriculated students can register for Summer Quarter. (13% of SQ students are non-matriculated; all students in Autumn, Winter and Spring Quarters must be matriculated.)

Warnick observed that there is interest in offering innovative courses, but that it is difficult to change people’s perceptions “of what is possible”. One difficulty is that “most departments think Summer Quarter is no different from what it was five to ten years ago. They thus are very conservative in their planning.” She said there could be, by way of experiment, six-week (or slightly longer) innovative programs.

Brock asked if there is to be a change in fee-cap. Szatmary said such a change is “under discussion”. He noted that the University of Oregon “has gone to a per-credit fee (the student pays for every credit).” Brock said, “The per-credit fee could raise revenue levels.” Szatmary stressed that “we can’t say what the perception will be.”

Warnick pointed out that there has been an effort to inform department chairs of bottleneck courses. “Summer Quarter does help to relieve bottleneck courses,” she emphasized.

Erdly said, “This council work is not for [Class “A” or Class “B”] legislation, but primarily for faculty council discussion [and a possible Class “C” resolution]. We could survey prospective student populations.” Szatmary said, “There’s a Web page and a course schedule for Summer Quarter, and brochures.”

Warnick said, “A problem in Summer Quarter is reaching the non-matriculated population.” Wilkes said it “would be good for students if departments could indicate Summer Quarters much earlier [than they presently do]: in early Winter Quarter, for instance.” Warnick said departments *could* schedule Summer Quarter courses earlier. And bottleneck DL courses, she added, could be taught in Summer Quarter: “Students *would* be interested.” And if courses were held in the late afternoon and evening hours, Warnick stressed, they would gain greatly in participation. During the morning and early afternoon hours students are often working at summer jobs. An additional problem – to the hours during which courses are offered – is that faculty, for the most part, are reluctant to teach in the summer. Warnick suggested that, with respect to innovation in Summer Quarter courses, the challenge for faculty is to be innovative without taking undue risk and losing out.

Szatmary said that in Summer Quarter, “Almost no courses get canceled. We don’t cancel courses, though if there are only six or seven students in a course, that course will not be taught the next summer.” Warnick said, “We need to find out areas of student interest [to help determine which courses would have the best chance of succeeding].” Deardorff said, “Educational Outreach doesn’t run all these courses [in Summer Quarter]. Some are run elsewhere.” Szatmary said, “But it is best to develop Summer Quarter courses through Educational Outreach.” Zierler said, “In the School of Nursing, we can develop a Summer Quarter course if we have enough students. We get a percentage of salary based on the number of students in the course.” Szatmary said, “Salary in Summer Quarter, though less than what it is in the academic year, is not

tied to the number of students in the course, at least, not in courses developed through Educational Outreach.” Warnick said, “There seem to be structural barriers to getting Summer Quarter courses, barriers that do not need to be there. Again, these are barriers to risk-taking and innovation on the part of individual units.”

Transfer of Courses/Credits (Eberhardt)

Eberhardt said, “I’ve learned that the University of Washington is one of the few liberal institutions of higher learning with Distance Learning credits. Students can get 90 credits of Distance Learning here. But as to this task group, I need clarification of my specific charge with respect to transfer of courses and credits.” Erdly said that an important aspect of this issue is the impact on transferring students of the 45 residency credit requirement [out of the last 60 credits earned at the University]. Eberhardt said, “Something that must be answered is: How are course credits transferred? And does a course get a “DL” designation after it on the transcript?” Erdly said, “We also need to check on issues of quality [of DL courses].” Wilkes asked, “Is it a question of whether a course is listed as DL? To us, in my department [Physics], it doesn’t matter.” Eberhardt said he looked at Websites of peer institutions, and found “that there was very little in Distance Learning”. He did find that some smaller institutions have considerable material on Distance Learning on their Websites. It was pointed out that 34 major institutions of higher learning offer DL courses. The suggestion was made to check with counterpart faculty councils at peer institutions to see what perspectives and information they may have.

Library / Resources (Deardorff)

Deardorff said that the Libraries provides a number of electronic reserve courses for Educational Outreach classes, and that there is “a lot of development there”. He said the Libraries is “buying a lot of E-books for DL courses”. He said the Libraries will be consulting with David Szatmary on funding and other issues.

Content Reuse: Intellectual Property Rights, Technological Issues (Erdly, Szatmary)

Erdly said Microsoft is discussing this issue, particularly the issue of “ownership”. It is becoming “a big issue as integrated systems are being developed”. It is a question of “who owns what”. Erdly said he is collecting articles and other information – at the University level, and at the industry level – on various Websites. Szatmary said, “The campus group IPMAC is doing a lot of this; it would be good to check with them.” Wilkes asked, “If stuff from a regular course becomes a Distance Learning course, who owns it?” Deardorff replied: “If it is on electronic reserve, for example, it wouldn’t make any difference. But if it becomes published, that’s different.” Erdly told the council, “How we establish a University policy for sharing intellectual capital in course delivery is something we’ll study further.”

Faculty Representation (Erdly, Szatmary)

Erdly said FCEO is represented on David Szatmary’s committee, and can link to other councils and committees to foster and safeguard its legacy.

Bottleneck Courses (Wilkes)

Wilkes said he will report on bottleneck courses at the next FCSA meeting. Szatmary suggested that George Bridges visit the council to discuss progress made on bottleneck courses. It was noted that “bottleneck majors” is another key issue. Not every student can get into his or her preferred major (Business, for instance). Erdly said it might work best if the subcommittee lead, after talking with Bridges, decides if Bridges should come to FCEO. “It is perhaps enough to talk to the council’s subcommittee,” said Erdly. “There are only so many council meetings in an academic year, and we must preserve time for the council to do all the work that it can [at its council-wide meetings]. Subcommittee leads, in most cases, can speak to the council as a whole about the salient points of the subcommittee discussions and meetings.”

It was recommended that George Bridges (Dean and Vice Provost, Undergraduate Education), Tim Washburn (Assistant Vice President, Enrollment Services), and Charles Williams (Director, UW Tech Transfer Digital Ventures), would be excellent choices for guests at subsequent FCEO meetings.

Zierler asked what the council knew about the differences between Distance Learning courses and regular classroom courses. Szatmary said, “We’ve consulted with faculty who have taught the same course in both formats. Arnold Berger from FCEO is one such faculty member.” Berger said he would make available what he has written about his experience teaching the same course content in two separate courses, one conducted in the regular classroom-based format and the other in Distance Learning format. Zierler said, “It would be interesting to see any evaluations of this kind of experience [teaching the same course in both formats].”

Next meeting

The next FCEO meeting is set for Wednesday, March 2, 2005, at 8:30 a.m., in 36 Gerberding Hall.
Brian Taylor, Recorder

PRESENT: *Professors* Erdly (Chair), Berger, Brock, Eberhardt, Warnick, Wilkes and Zierler;
Ex-officio member Deardorff and Szatmary.

ABSENT: *Professors* Carlson, Collins, Daniali and Goldsmith.