

**UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON EDUCATIONAL OUTREACH**

The Faculty Council on Educational Outreach met at 9:00 a.m. on Wednesday, **January 14, 2004**, in 36 Gerberding Hall. Chair William Erdly presided.

Approval of minutes

The minutes of the December 16, 2003 FCEO meeting were approved as amended.

Comments from FCEO Chair William Erdly

Erdly said he is working on a strategic plan and vision statement for the council, focusing on both short- and long-term goals. It will include much more than distance learning, which has been a particular focus of the council in recent years.

Erdly said Governor Locke's "State of the State" address included encouraging and positive comments on higher education. "Hopefully this will bode well for University-Legislature relations in the coming years."

Erdly said he looked at the Educational Outreach Web site, and found it quite impressive. Issues that were brought to mind, in perusing the Web site, included: language problems in Educational Outreach programs [as in other, campus-based programs: but more acute language problems in the case of outreach programs]; how FTE's are accounted for at the University; and "how it all fits" [how Educational Outreach programs fit with non fee-based, matriculated programs covering the same material, in the departments that developed the EO programs]; and many other issues, including funding mechanisms. Erdly said, "There is a lot of material on the Educational Outreach Web site; I recommend that all council members review it. It is important for FCEO to understand the many challenges and long-term impact of Educational Outreach as the UW system addresses issues such as increased enrollment / access and the overall mission of the three-campus system."

With respect to faculty resources, Erdly said a question he would ask is: What requirements should there be for distance learning instructors? As to the mission of the council as stated in the University Handbook [The Faculty Council on Educational Outreach shall be responsible (as described in Section [42-33](#)) for all matters of policy, academic and nonacademic, relating to distance learning, continuing education, UW Extension, and summer school programs.], Erdly said it obviously goes far beyond distance learning. "We need to identify new issues," he told the council.

Report from Educational Outreach: David Szatmary, Vice Provost, UW Educational Outreach, Szatmary distributed copies of the "Educational Outreach Profile: 2002-03." He said, by way of introduction, that "all Educational Outreach programs done here – at the University of Washington – are fee-based programs."

Szatmary said there were 51,000 enrollments in Educational Outreach in 2002-03, ranking UWEO in the top three divisions nationally. (He said UWEO has that ranking "by any criteria: revenue, size, or any other criteria." He noted that UCLA and New York University also have large programs.) Specifically, 27% of the 2002-03 Extension registrations were non-certificate onsite; 34% were certificate onsite; 26% were ELP; and 13% were distance learning (8% non-certificated DL, and 5% certificate DL).

As for UWEO structure, Szatmary said, "We are a delivery mode for academic units. We are not our own unit; we *serve* units on campus. We work hard to maintain this structure. And we are a model – fiscally and structurally – for others."

Szatmary noted that the enrollment figure of 51,000 for 2002-03 represented a dramatic increase from the 35,000 enrollment figure that had held constant for several years.

UWEO has administered evening degree programs since 1992, and is now the leading UW manager of fee-based programs. These programs provide needed skills for the market and offer evening, weekend and online access to students who otherwise may not be able to attend the UW. 1,328 students were represented in 20 evening degree programs in 2002-03, with 851.5 FTE's.

Summer Quarter offers UW students a fourth quarter to help students make progress toward degrees. Summer Quarter has been an integral part of the UW academic year since 1914. It is also open to non-matriculated students, on a space-available basis. It is the second largest summer quarter program in the United States in terms of enrollment. In 2003, 17,321 students enrolled at the Seattle, Bothell and Tacoma campuses for Summer Quarter. Continuing and returning UW students comprise over 87% of the program. Full-time UW faculty teach most of the courses. In 2003, about 2,000 undergraduate and graduate courses were available to Summer Quarter registrants. Courses are almost exclusively from the existing curriculum. Courses offered only in the summer include intensive language, workshops in several departments, and experiential courses in the field. All classes and programs are funded through student fees.

Szatmary said Summer Quarter enrollment is on an upward trend. "It has grown gradually," he noted. "We have increased tuition for non-resident students, who help with the funding of some of the programs." Summer Quarter, said Szatmary, "grosses about \$20 million, a lot of which goes back to the University." UW Tacoma has increased its summer programs; UW Bothell has remained fairly constant.

As for programs for matriculated students, Szatmary said, "We can start any time, including an early fall start for incoming freshmen in Summer 'C' term called the Discovery Seminars." Goldsmith said she worked with this program, and that there were 30 classes across disciplines. "These classes met daily. They were taught by professors. They allowed students to get 'a sense of place' before the mayhem began [in Autumn Quarter]. It was an unusual opportunity for incoming freshmen. And we had eager, good students: the *best* students, in fact. Many students were from Running Start. The program lasted four weeks. It was a wonderful program, with excellent support for reading and writing. The energy level among both faculty and students was remarkable. All in all, it was a unique opportunity." Erdly said, "This would be a good program at UW Bothell and UW Tacoma." These programs are funded through student fees, but provide financial aid.

Szatmary said there are over 100 certificate programs developed by advisory boards comprised of faculty and industry experts, to tailor programs for industry needs. [A list of the certificate programs is provided on pages 10-12 of the Profile.]

The distance learning programs represent "a small part of the overall Educational Outreach programs," said Szatmary. UWEO Distance Learning provides access to 27 credit and noncredit certificate programs and about 230 activities annually, including 127 credit courses. Programs reach students through a mix of course delivery methods including the Internet, audio and video. "Distance-learning courses at the UW maintain the same high academic standards of campus courses and meet the demands of students who cannot attend onsite classes," the Profile suggests. It goes on to say: "Approximately 33% of distance-learning faculty are UW teaching faculty. Other instructors are experts in their field drawn from the community and approved by the relevant UW school or department. The Open UW offers about a dozen free, online quick courses, available to anyone with a computer and a phone line. The program may be expanded to cover classes offered by an R1edu member."

As for programs for high school students, Szatmary said, “The University of Washington manages academic programs for K-12 students and specialized conferences and summer youth programs. Student programs range from elementary to pre-college preparation.” Szatmary said non-matriculated students may take courses at the UW on a space-available basis through the Shared Access program. The UW enrolls approximately 3,000 non-matriculated students each academic year through this program.

The UW English Language Program (ELP) seeks to enhance and promote the UW position as a leading contributor to global education, understanding and cooperation. ELP provides exemplary English language instruction, educational programs and services to both matriculated and non-matriculated non-native speakers at the UW and local organizations. It also supports all aspects of UW involvement in the education of non-native speaking students, teacher training and research.

Established in 1978-79, the UW ELP department is one of the largest and most diverse English language programs in the country. “There are fewer foreign students coming to US universities now, because the country is perceived as a hostile environment,” Szatmary noted. The UW has English language programs in Germany, Hong Kong, Japan, China, Korea, Taiwan and India.

UWEO has many partnerships with outside groups and agencies, which extend the UW’s resources and services to other audiences and attract grants and other forms of revenue to the University. These include R1edu.org, The Alliance, the Armed Forces, Globarena, Prentice Hall, Heritage College, and others. “There is a consortium of 33 research institutions and universities interested in sharing course materials and other resources to teach online,” Szatmary pointed out about R1edu.

UWEO has grants from such sources as the National Science Foundation, the National Institute on Drug Abuse, Learning Anywhere Anytime Partnership (LAAP), and the Sloan Foundation. The UWEO structure includes: Academic Programs, International Programs, Advising, Registration Services, Distance Learning Design, Accounting and Finance, Academic Programs Support, Marketing, Computing and Communications, and Public Relations.

Szatmary said there were 35,000 UW Extension registrations in 2001-2002, which comprised about half of Continuing Education registrations at the UW. Szatmary said, “Educational Outreach as a delivery unit has moved from certificate programs to helping academic units and matriculated students. Faculty may want to discuss how large fee-based programs should be; how large UW enrollment overall should be.”

Szatmary told the council that the University of Phoenix just established a branch in Tacoma. “The effect of this competition remains unknown,” he said. Asked about the University of Phoenix, he said, “It would be more expensive. It’s also much easier to get into the University of Phoenix. It has standardized curricula. Many students go to U. Phoenix because they can’t get into the UW.” Asked to compare the University of Phoenix to Antioch University, Szatmary said, “U. Phoenix is much more developed than Antioch. If all its sites are pooled, it’s the largest university in the country.”

Berger asked, “Has FCEO ever impacted UWEO?” Szatmary replied, “Yes, with the distance learning legislation [referred to in several FCEO discussions and recorded in FCEO minutes, and presented on the Faculty Senate Home Page].” With respect to certificate programs, he said, “We ask an academic unit if we should pursue a specific area, and then get faculty participation. *If* they say yes, we establish an advisory board and ask what the audience should be for the certificate program, and what curriculum, then send the proposed curriculum and the recommended instructors to the department for review and approval. The certificate programs are reviewed annually. There are also student evaluations for course in each certificate offering.”

Erdly asked, “Does a course need a separate approval if it is using a distance learning component, say, to increase access to a course? And to offset the Phoenix factor? We certainly have better faculty and monitoring and research activity than U. Phoenix. How can we use these factors?” Berger asked, “Does the University want to grow as a business model?” Goldsmith asked, “Do you want to grow at the expense of the quality of programs?” She asked Szatmary, “Do these classes come into classrooms, and laboratories, and other facilities? Where do they *live*?” Szatmary said, “All of our programs are in the evening, or in the summer, or after 2:30 p.m. if the facilities are not stressed at that time.”

Warnick said, “It would be beneficial if the Libraries could be open when these students were on campus.” Goldsmith said, “But the Libraries had to cut back like everyone else.” Warnick added, “I had five or six students who worked full-time and were paying a lot [for the course], but they weren’t happy having no library facilities open when they needed to use them.”

Berger said, “When I first joined FCEO, we had to approve DL programs. Then we decided *not* to be a ‘gatekeeper’ of DL courses.” Erdly said, “We’ve clearly identified libraries as a resource issue, and we’ve identified other service issues. And we might want to consider recommendations regarding growth strategies for UW offsite and non-high use hours on campus. And we should consider possible model programs with faculty linked to Educational Outreach.”

Szatmary said, “Maryland has its own Educational Outreach college that gives its own degrees and hires its own faculty. But I don’t see a lot of value in that. They’re not the same quality of faculty. I don’t know of any truly viable model in which the continuing education operates separately from the main campus. We’ve created an ‘economy scale’ at the UW. Faculty as a whole teach in our degree programs at UWEO. It’s not just certain faculty teaching *only* Educational Outreach programs. Departments have mechanisms for Educational Outreach programs.”

Goldsmith said, “In Business programs, people come in from the outside [to teach programs].” Szatmary said, “It’s done frequently in certificate programs, and done in regular programs to the degree that it’s desired.” Berger asked, “What if distinctions were eliminated? What if there were objectives, and then the department went to Educational Outreach or elsewhere to fulfill those objectives? This way, programs wouldn’t have to sacrifice quality. FCEO could look at this.”

Erdly said, “If you look at Continuing Education enrollment – 60,000 per year – that’s significant. We need to respond to a rapidly changing world and keep our quality with creative solutions. How do we do what we need to do as a three-campus University? And are we going to be a University without borders? The council should develop a summary statement.”

Szatmary said, “Initiatives should be looked at. What do we do about the overloads of students in Arts and Sciences programs? We *could* create an innovative fee-based FTE four-year degree program that would add faculty *and* deal with over-enrollment; and experiment with curriculum.” Goldsmith asked, “Would this be a two-tiered system?” Szatmary responded, “No. Evening Degree is now the same price if the student does not enroll for more than ten credits. No, there won’t be two different fee structures for students. But, we would have to offer programs *after* 2:30 p.m.” Erdly said, “We will need to have similarly competitive admission standards for these programs.”

Emeritus role in FCEO mission – Norman Johnston, FCEO Emeritus representative

Norman Johnston, Professor Emeritus of Architecture, Landscape Architecture and Urban Design and Planning, and the FCEO Emeritus representative, asked, “Whom *do* I represent as Emeritus representative on FCEO?” More specifically, Johnston asked Szatmary: Does the Emeritus viewpoint affect [decisions you make with respect to] your programs?” Szatmary said, “An Emeritus viewpoint *can* affect our programs. 40% retired faculty can teach in these programs, and they can *take* these programs.” Asked

about Emeritus participation affecting policy in Educational Outreach, Szatmary said, “I don’t know the answer to that. There is no mention made in the minutes of Emeritus influence.” Szatmary noted that there has not been a lot of response from Emeritus faculty [indicating a desire] to teach in Educational Outreach. But he added, “We could approach *specific* Emeritus faculty [for specific programs].”

Johnston said, “It ought to appear in the council’s deliberations.” Erdly asked, “Should we have a task force on policy in this [area]?” And he said to Johnston, “We certainly want *your* input, on any issue we take up in council deliberations.”

Erdly asked council members to review the “Educational Outreach Profile 2002-03” and provide a faculty perspective on “a position on growth, promotion and tenure, and other issues that the council will summarize at the next meeting. For instance, regarding the number of tenure-track faculty: will that ratio be sustained or grown , as we add Educational Outreach programs to departments?”

Berger said, “Let’s jump into the action plan. We would like to have something accomplished; we would like to help the University and the State of Washington.”

Next meeting

The next FCEO meeting is set for Wednesday, February 25, 2004, at 9:00 a.m., in 36 Gerberding Hall.
Brian Taylor, Recorder

PRESENT: *Professors* Erdly (Chair), Berger, Brock, Eberhardt, Goldsmith and Warnick;
Ex-officio members Deardorff, Johnston, Kay Pilcher (for Warbington) and Szatmary.

ABSENT: *Professors* Collins, Kim, Wells and Wilkes;
Ex-officio member Warbington