

To: Professor Marcia Killien, Secretary of the Faculty

From: Leslie K. Breitner, Chair, Faculty Council on Educational Outreach 2009-10

Date: 17 June 2010

Re: Annual Report for Faculty Council on Educational Outreach

The general concerns of the Council this year revolved around the following:

1. Funding technology, with emphasis on:
 - a. Instructional quality
 - i. Difference in resources required for large vs. small distance learning courses
 - ii. Development of standards across units with regard to the interaction of staff and faculty
 - b. Sources and magnitude of funding
2. Distance Learning, with emphasis on:
 - a. Exposing students to the tools and courses available through Catalyst at student orientations
 - b. Offering EO as a way to get started with a UW course
 - c. Partnerships with other educational institutions
3. Merging of Councils concerned with learning and technology

Suggested areas of concern/discussion for the new Council and related to the above general concerns:

1. Catalyst tools:
 - a. Strongly encourage to identify and reach out to (don't invite expert informants to attend a meeting, instead ask them to let you send staff to come see them at their convenience to discuss problems/needs) the most active users of their tools (faculty using tools for giant classes, etc) and work in partnership with them.
 - b. Focus on making tools match true needs of faculty, rather than develop new tools based on volunteer focus group meeting attendees.
2. Online teaching tools policies:
 - a. Encourage those responsible to choose heavily used (i.e., thoroughly field-tested) commercial products (example: Adobe Connect Pro) over "build-our-own", wherever possible. Use UW's size to negotiate favorable license costs.
 - b. Select products for UW faculty use, priority must be on reviews by faculty users at peer universities. Ratings by IT, software, management experts, or education theorists should be considered, but at lower priority.
 - c. Tools chosen by "experts" will not work with some highly independent-minded faculty at a research university.
3. Distance Learning expansion policy:
 - a. Emphasize that faculty require incentives to undertake the added effort of developing DL courses.

- b. Put priority on additional departmental support for educational technology
- c. Develop explicit promotion/compensation credit for efforts toward DL (equivalent to developing a new course). Extra compensation is a better strategy to get faculty involved, especially to attract participation by junior faculty.

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