

To: Professor Marcia Killien, Secretary of the Faculty

From: Leslie K. Breitner, Chair, Faculty Council on Educational Outreach 2008-09

Date: 30 June 2009

Re: Annual Report for Faculty Council on Educational Outreach

Before summarizing our work for this past academic year, I note a recurring challenge the Council faced in deciding where to focus its attention. We reviewed the appropriateness of our charge: “The Faculty Council on Educational Outreach shall be responsible for all matters of policy, academic and nonacademic, relating to distance learning, continuing education, UW Extension, and summer school programs.” We discussed the following with regard to the charge:

- a. Clarity is needed regarding our mission and the strategic goals of educational outreach.
- b. Should we aim to create a handbook for issues related to educational outreach in general, across the University? Is there support or interest for such a handbook?
- c. Is there interest and/or support for *any* University-wide efforts?
- d. Should we be the oversight body for the Office of Educational Outreach? (We agreed that we should not!)

By the end of the year we agreed that the Council should continue to focus on the role of distance learning across the University, especially in the current economic climate where fee-based courses are now more attractive. Additionally, we acknowledged the importance of access to education without the need for physical space on campus. Questions remain about any financial support for distance learning infrastructure as well as maintenance and instructional design from senior administration. In light of the discussion highlighted above, the issues below remain of concern as we move into a new academic year in the fall.

- a. Clarification of issues, assumptions, facts, discussion, conclusions and recommendations with regard to all aspects of distance learning. What is the current situation and what is the vision of the future? We strive to measure the gap between the two and outline the steps required to get from the current situation to that vision of the future.
- b. Acknowledgement that faculty spend too much time on technology.
- c. Agreement that we need a centralized approach to distance learning and online teaching. What are the barriers that exist in the University with regard to the development of distance learning?
- d. Development of a process methodology for the development on online distance learning (DL) courses, approval and strategies for self-sustaining credit courses, intellectual property with regard to DL course development, learning management systems (LMS) collaborative tools, and a Council strategic planning outline.

- e. Overlap or areas of mutual interest with other Councils, especially Information Technology. We have scheduled a summer strategic planning session for the two faculty chairs as well as the President's designees to these Councils.
- f. Concern about the scope, the rationale and the policy challenges of a multitude of Continuing Education (CE) units on campus. Each unit may have its own plan to fund faculty/instructors, interface with degree programs, deal with the UW brand, etc. We might want to look at the risk to the institution and the schools/colleges to have multiple CE units that may be funded inadequately.

We embarked on a University-wide survey of faculty with the help of a doctoral candidate from the Evans School who was an RA to the Council this spring. Jacqueline Meijer-Irons designed and conducted the survey, the results of which are summarized below, with more specifics in an appendix at the end of this report.

- a. We received over 200 responses from faculty at the UW, across campuses.
- b. 75% of the respondents either use distance learning (DL) or are interested in using it.
- c. We hope to move forward with focus groups and a second survey helped by those who identified themselves as willing to help in these areas.
- d. We expect to learn what support may exist at the UW for further development around the issues.
- e. We discussed a university-wide task force on issues related to distance learning. David Szatmary reported that he is a part of the working group charged with the reorganization of UW Technology, which includes Catalyst. He would welcome Council input for policy recommendations regarding content and structure of any educational technology initiatives based on faculty needs and perspective. There would be some value in working toward a centralized approach to distance learning and online courses.
- f. Finally, there was concern that the major focus should be the financial model and that the college chairs and deans should supply the resources for supporting DL in their units, recognizing that time, support and fees are going to be the biggest issues moving forward.

The Senate Planning and Budgeting Committee approved a pilot project for Fall 2009 with regard to 7 distance-learning courses as proposed by David Szatmary. There will be an evaluation of the pilot, which we hope will inform efforts moving forward to incorporate more into the traditional undergraduate curriculum at the UW. We recognize that we are far behind many other large universities to which we might compare ourselves in the area of distance/online learning. The launch and evaluation of the pilot should inform the strategic direction for the coming academic year.

Appendix: Short responses to portions of the faculty survey done in May/June 2009.

Short Responses to Question about Ranking – Further Explanation

0	We don't have the resources to do it well, we're too late to start. Other, better funded players are out there and will eat our lunch.
0	Once you provide the material it is no longer your intellectual property . This is one of the most undervalued activities that a faculty member can be involved in.
1	
1	Distance learning may have a function in the larger vision of the university, but, in the current climate of budget cuts and legislators who think that it represents the future of higher education, the large-scale development of this technology would serve as a powerful wedge to undermine the proper functioning of the flagship university of the state of Washington. As a professor in the college of arts and science, I believe that we should promote the liberal arts model of education, in which face to face interaction and discussion have a crucial role . If we allow this feature of education at the UW to be replaced by distance learning, then we would have helped create a second rate institution . Our society will need to look at students who were educated in elite private schools to find the lawyers, doctors, managers, writers, scientists of the future, because we will be training only their secretaries and service people.
1	I see some circumstances when distance learning could be useful, for example as a means of providing specific courses of interest to people located in parts of the state far from a university campus. However I believe that there are real benefits of real-time, face-to-face, in-person interaction . An education is not simply about providing content, it is also about learning skills of self-expression, debate and discussion that in-person teaching facilitates and no technology can substitute .
1	Two core issues: 1. Distance education delivers a different kind of education than face-to-face learning. The UW cannot -- nor can any institution -- be all things to all people. I believe it is crucial for the UW to focus its efforts on what it does well , which is classroom- and campus-based learning . 2. Distance education is extraordinarily more time and resource intensive in practice than generally believed . While I have not taught a distance education class at UW, I have taught them elsewhere, and I believe very, very firmly that distance education is not part of the UW's core mission, nor should we look to it as a potential cash source. As we say in terms of some of the grant RFPs that cross our desks: that is expensive money. Similarly, any profits gained from distance education are very, very expensive profits.
1	Distance learning does not support the kind of knowledge that I- or my department- teaches. Certain knowledges and epistemologies can work in a distanciated context, but critical social science cannot . Colleagues who advocate distance learning refuse to hear or respect this argument because it does work for the sciences.
1	
1	I find reducing student-teacher interactions to the internet extremely offensive . Should UW instruction become heavily focused on distance learning, I would begin looking for a new job.
1	I also have taught a DL course for SCCC where we get 25-30 students each *quarter* registered, rather than the ~30 over the course of an entire year in the course I taught for DL at the UW. The difference is due to the fact that the fee for the course applies to the students' tuition cap. I also appreciated the fact that I could change the course content personally and as soon as I noticed errors, rather than going through technical support.

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1	I cannot speak for all disciplines. As one who seeks to provide a transformative pedagogy in the humanities, I can say that distance learning does not match the educational goals I deem worthwhile . Perhaps in mathematics or engineering it would be otherwise. However, if others have figured out how to use distance learning for the transformative experience I seek, I would be eager to learn how they do it.
2	Because you can learn from reading a book every bit as well as you can learn from reading a web page. I believe in face-to-face interaction , in the classroom, the laboratory, and the field. I use a lot of internet technology as a supplement to my classroom and field instruction (I don't teach labs), but I would be loath to rely on it entirely. As I say, literate adults ought to be able to read books if they want to read
2	Our unique value proposition is hands on education through research and high quality teaching . Other universities do distance learning better. Demand for face-to-face college education is not going to diminish significantly, particularly at the undergrad level, because the human development aspects of college cannot occur in cyberspace. This applies to traditional and nontraditional students.
2	
2	I don't believe it's an important part of our mission because it does not foster interactive, hands-on learning and students don't have face-to-face accountability for their thoughts like they do when they have to participate in the traditional classroom setting.
2	A large flagship campus accomplishes its primary mission through the creation of a socius, a body of overlapping social, political, and intellectual networks . Very hard to do so remotely.
2	
2	I strongly feel that the educational mission of the university requires direct, human interaction between students, faculty and other members of the university community. What constitutes true education, and a true university experience is not transmittable.
2	
2	I believe that part of the university experience is the interaction that takes place in the classroom and before and after class . Most of what is learned takes place around classes, not in them. A top university such as UW should be held to the highest standards. A distance learning education is a second class education . I have done a lot of reading on distance education and have taken distance classes. While there are some benefits for shy students, the overall experience is much less engaging.
2	From what I have seen and read, distance learning is a "distant" substitute for in-person learning. It's a more passive activity with less opportunity for exchange with the teacher and fellow students in real time . Before venturing down that path, there needs to be more convincing evidence that the teaching model is effective.
2	I think that distance learning is very difficult to do well, and I think that as the marketplace for distance learning (which is worldwide) becomes increasingly crowded it will be difficult for any university to stand out. The true value of a University like UW is in the teaching that goes beyond the simple "lecture/read a book" type of education.
2	
2	Distance learning may be more convenient for some students, but as a method of teaching it is generally vastly inferior to actual classroom instruction.
2	Face-to-face contact, body language interpretation and spontaneity are important teaching/learning tools . These are not practical/possible with

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	distance learning.
2	<p>While it may be useful for fact-based courses or perhaps some 3-4 yr classes, technology still does not support peer learning (which I use whenever possible) or to engage students in critical analysis. I have interviewed several former UW grads who claimed that distance learning was never motivating, and that they remember little of value from these courses.</p> <p>The primary value is for mature students who can thrive in academics without the need of much stimulation.</p>
2	I believe that the teacher-to-student contact is really critical for student development.
2	Contact with students (personal, not typed) is an important part of learning -- not only making sure they understand the material, but also helping them learn how to interact and express themselves face-to-face with other human beings
3	2-3
3	
3	who is the audience and what are the educational objectives? - not currently clear
3	For my subject (literature) live, in-class discussion seems very important.
3	
3	I believe that we will want to use it (to make \$\$) but do not believe that it is an effective way to teach.
3	<p>Distance learning, e.g. videotaped lectures, have been a valuable learning tool for me. However, I am highly motivated and am not attempting to receive any form of 'credit'; I just want to learn something without travelling across the country. I can also easily decide for myself whether I have learned what the lecturer has presented or not.</p> <p>I worry about distance learning for students (I am thinking of young students in particular) who need feedback to decide if they have adequately learned material. Cheating on on-campus exams is more prevalent than ever. We ask students to show photo ID's when they take final exams. Distance learning seems much easier to abuse in this respect.</p>
3	I think it can be a very efficient form of learning for some topics and some students. I do not like not being able to see the faces of my students so I can gauge their level of comprehension. I do like how it helps to increase their involvement in learning.
3	It is probably of some importance in providing UW classes to people in outlying areas who are place bound. It is probably of importance for projects connecting faculty and students at a distance; for example, one can see its usefulness between the Biology and Oceanography Depts. and the Friday Harbor Labs. It may be useful internationally.
3	I think that for the most part distance learning is useful for certain types of instruction that are not primarily carried out at research universities. For the areas I teach, there is no substitute for in person instructor-student interaction and discussion, and any attempt to teach them using distance learning would inevitably result in a dumbing down of the curriculum. Of course, this may be different for teaching in other areas.
3	Most parents want their kids out of the house at age 18, not sitting around the kitchen table taking a distance learning course.

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	<p>Additionally, there is just something about human contact that is integral to the learning process. There seems to be more immediacy.</p>
3	<p>Distance learning is useful for certain niches (special MS programs for folks industry, collaborative programs with other universities)--but it still suffers from the lack of classroom interaction (Q&A, student interaction). It tends to be broadcast rather than interactive. Second Life is not yet up to the task--and requires a bit to much learning to be easily used by all.</p>
3	<p>It's another option for teaching/learning and we'll have to use it to stay competitive.</p>
3	<p>at least in the area i have lectured in to outreach students in the paste, the evening sessions in belleveue i did for years were i thought better than the one time i did it via video in loew hall. the reason is that of course in person you can get an idea of what is or is not clear and can fix it right away, which did not happen via video. also questions and comments from students during live classes are beneficial. so overall i think video teaching was less effective, and i think that it is not likely to play a big role in uw teaching due to lower effectiveness. also, the ta in the class told me later that the slides i showed were not readily seen by the students online, due to low quality imaging facilities in loew.</p>
3	<p>UW should strive to be one of the top learning centers in the World. The real advantage of for students at UW over studying at smaller places is to enormous mix of courses and research available "on site". Distance learning is a way of providing cheaper general distribution courses, which UW can leave to others to provide.</p>
3	<p>While I think that distance learning can be useful, even necessary for some kinds of instruction, I am not fully convinced that students learn as much without the direct interaction with faculty, and perhaps more importantly, the cohort-bonding effects that students have on each other when they are learning in the same physical space. Also, I worry about how distance learn might affect faculty time for research.</p>
3	<p>The traditional roles of the UW have been accomplished with only moderate use of DL. However, if we want to continue to grow specialized programs, many of these will appeal to people who are already in the workforce and find it impossible to get to a weekday class meeting at one of our campuses. We'll have to extend our use of weekends and/or DL to deliver these programs. Secondly, DL *may* be useful in reaching the increasing proportion of high school graduates who do not consider university education much of an option -- because of cultural or geographic barriers to coming to a distant campus.</p> <p>However, I don't think that DL will become as important a part of UW's activity as in the state's community and technical colleges, or private (and especially for-profit) institutions who must rely on such conveniences to attract students.</p> <p>One huge area of UW's educational activity about which I cannot write with any good knowledge is the health sciences. It may be that DL with interactive video is and/or should become an impoirtant part of clinical and other education in these areas -- I don't know.</p>

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3	The very concept of "the UW" is a bricks and mortar concept rooted in the concept of a collegial campus. Distance learning, even if important, will draw its legitimacy and status from the imagination that one is somehow a part of this institution. Thus, by definition distance learning at the UW is necessarily going to be an extension of that " imagined community ".
3	
3	While it is likely that for certain areas of the curriculum, those perhaps associated w/100 level lecture courses, distance learning would work, it fails to provide the kind of social interaction that is crucial to development of ideas, personalities and the values of citizenship. For complex material such as that found at the graduate level, distance learning simply short-circuits the discursive processes involved in learning. In addition, distance learning is likely to lead to lowering of standards.
3	Student enroll in UW with the expectation of face-to-face time with faculty.
4	In my view, what distinguishes a top-tier university from the vast numbers of mediocre institutions is the quality of personal interactions: student <-> faculty and student <-> student. Distance learning can, of course, use technology which enables a rudimentary level of interaction. But it is a pale imitation of being able to watch multiple people as a discussion progresses, and use a large number of cues to judge who understands, who's confused, etc. Should distance learning become a major part of the UW mission this would, in my view, amount to a decision that this institution isn't trying to be a top-tier university.
4	Distance Learning can be an effective means of teaching, but it should *not* be regarded as an acceptable substitute for in-class learning. It simply isn't. In view, DL is best suited as an outreach for the UW to those who otherwise may not be able to take our classes: teachers around the state (or region or world), etc. It should not be regarded as a solution to the enrollment/space problems of the University. People who think it can function as that typically have not taught a DL class (which is very labor intensive). Over the past decade, however, DL courses at the UW have been increasingly tailored to *UW undergraduates* -- that's not what they were originally meant to do ; and in my view, that's not what they should do now.
4	I believe it's suboptimal educationally (and relies mostly on an information-transfer pedagogy) and is poor utilization of the talents of our faculty and the value of direct contact. It is very timeconsuming for faculty and there are many kinds of learning for which it is ill suited.
4	I believe that distance learning is a model that can serve particular instructional needs, though I am not sure that these needs comprise a very large segment of a research university.
4	yes, particularly if we want to attract students, especially graduate students in the current climate of diminished resources.

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4	Provides flexibility, but certainly shouldn't be a top priority at the presumed flagship Univ. of the state. (not until the funding is vastly improved, an unlikely eventuality).
4	
4	I believe students learn as much or more from each other than they do from the professor. The actual lecture portion of a class can be done reasonably well in distance learning. However, the discussion and interactions among the students, including going to lunch after class continuing a discussion starting there, as well as in joint projects, gets lost in distance learning. At the research university, the benefits that accrue from direct interaction with researchers at the cutting edge disappear in distance learning. It clearly will never work for research and laboratory courses.
4	<p>From an idealistic point of view, distance learning will enable students who could not otherwise attend UW (because of work, family, etc) to participate in UW classes. With distance learning, it should be possible to teach smaller classes, putting more emphasis on student writing and other hands-on work that requires instructor feedback but no in-class performance. It seems possible that with distance learning, students would be forced to take a little more responsibility for their own learning than they do in a lecture class where they expect to sit back and be spoon-fed. Today much of our business and social networking is carried on by "distance" methods, so it seems natural that teaching should follow this trend.</p> <p>From a practical point of view, distance learning requires very few physical resources, freeing up classroom space for courses that have an in-class performance component. If more students can be taught with fewer physical resources, this should allow UW to increase the number of tuition-paying students without overloading courses and overfilling classrooms. I would rather see funds go toward salary support of faculty who teach distance learning courses than to building new buildings.</p>
4	This shouldn't be a primary focus of a research university.
5	I'm somewhat skeptical that distance learning can be made as effective as in-person instruction. I may be wrong, but I imagine most faculty to be resistant to embracing distance learning, which means that it probably won't "catch on" anytime soon.
5	I think that distance learning could help serve the mission of the UW in terms of providing better access to higher education. However, I have concerns about the quality of the education provided, the workload on the instructor, and the overall experience that the student would ultimately get out of such a system. I don't think distance learning can replace face-to-face contact with faculty and fellow students.
5	Increasingly data suggests that students don't learn as much.
5	In my view linking internationally through video classrooms has a great deal of potential. I do not see this as a substitute for conventional courses, but as an enhancement of conventional courses. However, distance learning eats up much more of an instructor's time than face-to-face learning. Moreover, UW lacks convenient and accessible facilities for interactive (satellite, internet) courses making the trouble and time necessary to create these courses prohibitive.
5	i think some courses fit well in a DL format but others can only be taught in person, in class.
5	I don't think that distance learning can replace teacher-student and

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	student-student interactions, but I think that modules (moodles) can help as long as they are integrated into and done in addition to the classroom experience.
5	Distance learning is an adjunct to teaching . Students may not need to attend a class as often because some of the activities can be web-based. It's a good way for students to learn from peers. However, it does not replace some face-to-face contact and interaction.
5	Important means to increase access, but should not replace face-to-face interactions
5	
5	I think it could have a great impact, if done right. I'm not sure that anyone knows how to do it right . I'm also concerned that it is viewed as being cheaper than in-person, while it likely is more expensive.
5	I see big advantages in courses that are primarily face-to-face or--at least--conducted in real time with technological means that make the displacement in space nearly seamless. But these don't not presently exist, as far as I know.
5	I believe distance learning will be most important in those institutions that are not based on prestige or relationship (i.e., mentoring in various disciplines). I think the UW will and should have a distance learning presence , but given the research focus of the institution, that this will be more minor than at other schools.
5	Provides information that might not otherwise be available , but at the expense of the on campus, hands on, experience .
5	Distance learning gives opportunity for students who work or have family duties to take courses without needing to be physically on campus. In today's economy this is even more important than before. The UW's mission is to offer educational opportunities to all citizens of the state and the distance learning courses are one way to provide that opportunity to the students.
5	
5	
5	there is a trend, partly financial, partly desire for access to certain courses/programs leading to distance learning. It is in the university's best interests to participate in this .
5	Distance learning is allows greater flexibility and opportunity for students to take courses, but it can never replace traditional teaching involving in-person contact with an instructor
5	The mission is to educate the public. DL is a tool towards this goal, by increasing access to education .
5	I think it is important for those students who really cannot come to a "real" class on campus -- working professionals, graduate students, disabled students, etc. I do not think that distance learning is as effective as a classroom setting, but it is better than nothing .
5	In my area we offer specialty courses that students from other universities often wish to attend. We could broaden our reach by using distance learning
5	I think distance learning is most appropriate when students lack the capability to attend classes on campus . I participated in distance learning as a student when I lived in a rural area and did not have a university close by. For the UW, distance learning could be an important element of reaching out to the more rural parts of our state, or to international students .
5	Hybrid courses are becoming the norm . Pure distance learning courses might have more to do with financial benefits.
5	We can reach students all over the world where they live and work.
6	There are very large overheads involved in presenting classes via distance learning. It's not at all clear that the reward structures compensate anyone for

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	these.
6	
6	we need to be involved with education in many formats.
6	Distance learning will be at most an important, but marginal , learning process. Having taught thousands of students by distance and having participated as a learner in a few courses, I am convinced that the barrier of not having students in a room together physically cannot be overcome . Students and teachers will continue to demand direct "face time" for the clearly more satisfying experience.
6	I do not have experience with distance learning. But I think that by increasing access, distance learning has the potential to change and enhance academic community. Used in certain ways, it could foster a sense of global citizenry as well . My sense is that I personally would be more interested in a hybrid format , because teacher and student connectedness is established in face-to-face relationships . Two concerns I have would be: 1) how to maintain connectedness at a distance and 2) how to preserve the kinds of access, flexibility, and efficiency that inhere in traditional face-to-face teaching.
6	I think Distance learning can be very important to people who live far enough away that coming onto campus would be inconvenient to come to the UW . However, I think *live* personal instruction is the best in teaching , in spite of all the technology that allows students to connect to a virtual instructor.
6	I don't feel that distance learning is an adequate substitute for face to face learning and interaction among students and faculty, however, I assume that economics will drive the UW to do more of this.
6	It cuts down traveling and fuel consumption and is time efficient, so good for the environment as well as personal convenience.
6	I think it is artificial to conceptualize distance learning as polar to on campus . The majority of "on campus" courses include elements common to distance learning (e.g., web-based instruction, discussion boards, etc.) and many "distance learning courses" include substantial on campus elements (e.g., compressed weekend instruction, etc.). From my perspective it makes more sense to look at an integrated courseware management system with technical support which can be deployed for a continuum of on-campus vs remote instruction. Catalyst is not such a system since it is still clumsy, non-intuitive, and not well integrated. Blackboard and come of the free courseware platforms are better integrated, require less technical support.
6	It is important to extend the reach of the university to student populations that cannot be on campus for financial or other reasons. It needs to be offered at a low cost to be worthwhile.
6	I work at FHL and we've set up our own links to carry on with courses here at UW. It could be made much smoother, though. At Penn State, there was a dedicated lecture hall for distance learning. I had 10 student take my course who were miles away at the Medical School. We could do more of that!
7	Allows access to all students regardless of physical location.
7	Students travel long distances to various campus sites and rural sites . Consistent learning tools across those venues will be very helpful and support the teaching in each site.
7	I think distance learning opens the base of students to UW, especially with individuals who perhaps work full time or travel, want a degree but want to earn that degree from an exceptional and credible institution. I do think certain elements of the learning process can be lost in an online environment, but if the issue is with the presentation of the material - not with the student who is interested in learning it, then it falls upon the shoulders institution and the

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	instructor to remedy that circumstance.
7	I believe that distance learning is important to be able to offer educational opportunities to students who cannot attend UW in person . However, I believe that in-person learning modalities are strongly superior to distance learning modalities, so I would not rate distance learning as high as a "10".
7	I am especially interested in that part of Distance Learning which serves students who would otherwise have little access to the University --which as the services of the daytime university contracts (and it is doing so right now) may cover more and more people.
7	Distance learning is an important part of the UW mission, but just a part . It should not substitute for classroom or real world learning, at least in its primarily text-based mode.
7	The economics make sense, the students' educative needs are changing, the pedigoical market continues to change, and UW needs to keep up .
7	It provided further flexibility in delivering the educational mission.
7	Based on feedback from students, the Distance Learning program offers a more sophisticated and in-depth learning experience for many who are not able to attend regularly scheduled classes on campus . The clout of the "UW" is important to the students too.
7	Distance-learning provides UW an opportunity to provide quality education to individuals who cannot come to a UW campus .
7	classroom and office hour interaction is vitally important to successful outcomes; however, automation of problem sets, exams/quizes; textbook and auxiliary material delivery (e.g., use of Catalyst or BlackBoard) is becoming the norm . E-mail dialogs with students can provide help to the student when he/she needs it.
7	Our department engages in clinical training of speech-language Pathologists. there is a critical shortage of these professionals in Washington state and I believe distance learning could address this shortage .
7	Distance learning can provide a way for students to minimize commutes . It may also be cost-effective in other ways, for example it may attract students who would not otherwise enroll.
7	
7	It is increasingly important to create great learning experience using technology tools. This vastly increases our reach and impact with respect to the educational mission. At the same time, it is very difficult to replicate the magic of the classroom learning environment via technology alone; I don't want UW to water down the learning experience.
7	Students expect it. It'll part of globalization .
7	greater reach more compliance less hurdles less cost/overheads
7	Actually I don't know what the strategic mission of UW is - I didn't find mention of it after a quick look on the website. But we do have the following in the Information School's mission statement: "We design solutions to information challenges. We make information work." The information challenge is delivering educational opportunities to

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	geographically dispersed students, and to those who can't attend class on a regular basis - the solution is to make the information technology work for us.
7	Distance learning will increasingly become more important, especially for the delivery of didactic material, and as the internet replaces large lecture classes and traditional textbooks. Over the past few years, I've found that use of distance learning discussion board assignments as an adjunct in a doctoral level seminar has distinct advantages over traditional seminar discussion, but does not replace on campus seminars. Students for whom English is not the first language often have difficulty speaking in seminar, but do well with written assignments. The ratio of 30% distance to 70% on campus discussions works well. Increasingly mentoring of graduate students is done by email; assignments are sent via attachment etc. My feedback to them is more legible!
7	I think it's important, and we have been doing it actively for a dozen years. On the other hand, I don't think it's anywhere close to the biggest challenge / opportunity / issue facing UW today. I should also say that I think Dave Szatmary is spectacular -- he is in a different league than most UW leadership.
7	Access to university resources of a diverse range of learners in the community, not just the traditional campus learners. Many people in the workforce do not have opportunity to take time off to attend campus courses. Larger potential audience should create opportunity for more specialized courses that can still be taught economically.
7	Not all students can be at main (or other) campus
7	The core of the UW's mission is the production and dissemination of knowledge. To disseminate knowledge, we should not be restricted by geography. DL enables us to provide educational access regardless of geographic location.
7	Collaboration between different centers of expertise. Reduced "costs" by having multiple sites interact rather than travel and dedicated time to attend conference/lecture off site at main campus.
7	Student perspective: They are not necessarily as engaged by face to face interaction as they once were. Plus, of course, distance learning is more flexible. University perspective: Offering alternative methods that are as academically and pedagogically sound as what we do today should be a goal of a world class institution. Space on campus is a practical issue.
8	The underserved populations in Washington state would benefit greatly from a set of carefully constructed distance education degree programs. The specific reasons for any one distance ed program should argue for why f2f is not serving the specific population and to state how the program will overcome the social deficiencies of pure online when compared to the same program on a physical campus.
8	Numerous students and potential students don't have the means to attend in person. I believe it is part of our mission as a public institution to make instruction available to as many as possible, and that the public will credit us for doing so.
8	By distance learning I include all technology enhanced learning systems,

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	including podcasts, interactive webcasts, internet, etc. Given the ubiquitous use of electronic gadgets by the student population, it is essential that we master ways to use these to enhance the educational process rather than view them as impediments to learning
8	Important bz the world is changing, and we should change with it. But, I believe there will continue to be a role for face to face teaching.
8	Increasing demand and the technology imperative
8	Upcoming generations of students "raised" on technology, increased demand for classrooms, and increasing numbers suggest distance learning as a possible solution. In addition, the flexibility provided by ever increasing technology, suggest a richness of delivery and content enhancing distance learning.
8	Nothing beats direct face-to-face interactions; though when not an option either based on remote location or need for access on an as needed reference, it will serve critical purpose.
8	We've been using it for a long time now. It can work extremely well, to the benefit of ALL involved.
8	shortage of classroom space, lack of funds to properly maintain classrooms, need to serve other regions of the state, competition from other universities will make DL offerings essential. the recent flu panic demonstrated how it may be necessary to shut down public gatherings in future, and DL resources might help UW continue operating through a future real pandemic.
8	The distance learning gives knowledge access to a wider audience around the world , not just WA residents Distance learning gives a good source of revenues to the university
8	We want to expand educational offerings for individuals in other countries , particularly people affiliated with institutions with which we partner on training and research grants.
8	American public universities have been very slow to chase out-of-state and foreign students via distance learning. In our case, as support from the state declines this is an obvious potential source of future tuition income. Creating the classes would be a lot of work for the faculty, but once in place the courses are extendible to many students and can be taught with a great income/cost ratio. I come from <i>Australia, where the Federal government forced universities to do this 10-15 years ago.</i> Foreign student fees have become a major source of income for them, especially from Asian students looking for a degree from outside their home countries.
8	efficient effective cheap
8	
8	With all its shortcomings (at least in its current state), demand is overwhelming: I am not familiar with the numbers, but those that ask for it, for the most part, have no other serious option.
8	Distance learning is very efficient after the initial investment in time to develop the course and record the lectures or write them for the Web in HTML. In subsequent quarters, you can edit/update text/videos without having to rework from scratch.

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	<p>Distance learning is more effective if you have already vetted the course in the classroom and learned where students typically have problems. After a couple quarters, the course can flow really smoothly for the students.</p> <p>I teach programming courses (among others) for non-programmers online. I use GoPost forums and Study Buddies to give increase student interaction and give students the opportunity to learn through teaching each other. I also offer a weekly online lab/office hour through Adobe Connect Meeting where students can actually show me their work and I can demonstrate techniques while we talk to each other with headsets.</p>
8	It serves nontraditional students who need flexibility to complete their degrees as well as traditional students who encounter enrollment caps on "live" classes.
8	One cannot be everywhere, reduction of travel, convenience of computer aided learning are pros
8	WWAMI
8	For many students--especially those who are motivated, can work independently on their own, and whose schedules compromise their ability to take all of their courses during the day--the distance learning format provides a valuable opportunity for learning.
8	I believe it will be important ONLY if the cost is at least 10% less than regular in-class sections.
8	As more students embrace the quality of internet based education, we would be foolish to ignore the implications and potential of the same.
8	Brick-and-mortar schools will remain the educational experience of choice for recent high-school grads, at least for the foreseeable future. However, in today's world, (a) expertise needed in the workplace changes rapidly, so the college-educated person MUST pursue "life-long learning", and (b) traveling to campus to attend traditional in-person classes is simply not practical for a working professional, especially since these persons typically do not live or work near campus and have many demands on their time (e.g., children)
	For these basic reasons the demand for distance-learning programs is already large and will increase in the future.
8	It allows access by more students throughout the country
8	May be more efficient, and allow the best teachers to reach more students, and thus protect the students from the worst teachers.
9	I still think that some face-to-face learning remains important but for some individuals because of inclination and/or circumstances require DL learning. We need to focus on how to provide excellence in DL learning as an option for our students.
9	Distance learning would be especially important in graduate level courses for professionals who are working a FT job. It allows for flexibility in scheduling. I obtained my clinical doctorate through distance learning at another university and found it to be a good experience.
9	Accessibility.
9	Student lives are getting more complex - most students at our branch campus

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	work, usually many hours. A number of them have other obligations and responsibilities. Time availability for attending class and studying is not the traditional 8 a.m. - 4 p.m. range.
9	trends in education and real world applications
9	We must reach out to a greater number of people and a more diverse group. People are increasingly comfortable with computer based learning and the web.
9	I believe distance learning is of great importance to UW for reaching out to non-traditional students that , due to location , work/life balance and other factors, would not consider higher education otherwise.
9	Ability to reach remote audiences or trainees with limited resources for travel; more innovative methods for delivering DL
9	We need to reach those who work and it is not possible to come to campus
10	Limited resources; changing demographics and expectations in terms of technology use; need for multi-modal delivery ; UW stands out very negatively in the state with respect to DL in comparison other higher education institutions if you read the HECB strategic reports; not utilizing the synergy or expertise of local partners (like Microsoft) in leveraging technology to better delivery educational experiences; too limited by tools such as Catalyst in delivering innovative DL and hybrid experiences; competitive liability in comparison with peer institutions who are more aggressive in DL and looking to expand reach
10	It is the wave of the future . It is an important way to reach economically limited and geographically isolated populations and a way to keep temporally limited former trainees up to speed in their professions.
10	It is a wonderful way to reach students who live a distance . It supports the initiative by UW to become more "green" but allowing access to classes from home, etc.
10	Distance learning -reaches those who may not be able to be physically in the classroom complete needed courses to ensure timely completion of academic programs -gives the opportunity to add certifications for professionals. -allows faculty to offer content from off campus.
10	Because time is of the essence to both the student and the instructor. Distance learning increases the productivity and time management issues facing the student and the instructor.
10	It is effective outreach to those who cannot come to campus . It is effective for those instructors who want to expand their classroom. Some learners are more comfortable on line than in a live class.
10	Its difficult and expensive to get into Seattle . Working students seeking graduate degrees are particularly affected. I am preparing 2 classes for a group that has already expressed a desire for the entire program to be on-line. Also, if UW can generate superior content, they can attract on-line students from all over the continent.
10	In order to remain competitive with other universities that offer distance learning, UW needs to continue to employ it and improve it.
10	With class sizes growing because of the new budget constraints, it will be harder for students to get into on-site learning classes and even harder to graduate on time. As a tax-payer and parent of a child at the UW, I believe that course accessibility is important to ensure that students who work hard and decide on a major in a timely fashion should be able to graduate in 4 years. Distance learning (online courses) can be one part of the solution to the problem

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	of fewer course offerings.
10	In health sciences, we are servicing the entire WWAMI region . Cutting down on travel expense, time and fuel consumption is getting more important. Many potential students are working already and need to stay near their jobs.
10	
10	It is important for the rural areas of the WAMI region and would position us as leaders in the global community
10	costs to deliver and to take courses are much less . also many more can access web than campus.
10	The spectrum of student environments, responsibilities and learning methods is too varied to be handled by traditional classrooms . Also, we can't keep building more buildings to house students and classes.
10	Distance learning allows us to bring together people who can't otherwise feasibly be in the same place . For our program (Professional Master's in Computational Linguistics), it is allowing us to broaden the audience that we serve, in two ways: It allows students outside of the Seattle area to attend, and it allows students in the area more flexibility (e.g., Microsoft employees who don't/can't always drive across the lake, parents who need to stay home sometimes to take care of sick children, etc.).
10	Distance learning is the cheapest way to engage in collaborative teaching with international partner institutions . It has a small carbon footprint and once the start-up costs are covered, is relatively cost effective.
10	synchronous communication and non-synchronous communication or sharing of information will be more sophisticated while being more efficient. There are many options for interactive learning with creative learning opportunities.
10	Technology is here. Traffic situation is bad. Cost of living is high. Alternate approach to serve the citizens of our state .
10	Like it or not, this will be the way that many students in the future will expect to do at least some of their work in higher ed. The technology will continue to improve (cf. current wide distribution of web conferencing platforms), and many things we currently think can "only be done in face to face environment" will turn out to be do-able online in near future . Students will demand the flexibility. Faculty will need to spend more time figuring out how to weave online components into traditional courses and designing engaging online activities.
10	My students are graduate students, many of whom cannot move to get a graduate degree . They work as hard, if not harder, than our onsite students because they are so grateful to have the opportunity. There are so many reasons - I love doing blended learning in my onsite courses (lectures delivered outside of class leaves classtime for discussion and exercises). Distance learning expands a faculty member's repertoire , whether used for strictly online learning or not. In strictly financial terms, it has the potential to increase our ability to reach students, which we should take advantage of. We are turning away qualified undergraduate students and I think we should use distance learning to increase our reach to those students . I won't go into the finances, but if we do this without state support, we could bring in significant income for the university without sacrificing high quality education.
10	As students seek the best expertise in a particular subject area, distance learning removes the constraint of local universities and commuting . In addition, distance learning provides opportunities for employed professionals to attend school part-time.
10	
10	In an engineering field, life-long education is critical . Distance learning is often the best format, as many of our regions professional don't live in close proximity to a major institution of higher education. Universities are best poised to provide

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	this service, but currently don't deliver very much.
10	
10	
10	
10	Ability to move the university to the community and improve access . To maximize experiential learning and service learning opportunities.
10	Opportunity and access for potential students "Market share" for both degree and non-degree programs Alternatives to competition for physical space on campus
10	I have only worked with graduate students and my sense is that the need/demand for more flexible learning models is there . In order to stay competitive with other institutions that are offering distance learning options, UW needs to be in the vanguard of experimenting with thoughtful integration of technology in teaching.
10	While very important, UW seems to throw up obstacles at every turn . There is a culture of doing business like we've always done with little support for exploring options for distance education.
10	Mission is to provide education . The University should be at the forefront in how it is delivered. Distance learning will not be appropriate for all classes , e.g., laboratories where hands-on methods are used.
10	The economics of the classroom lecture setting is as obsolete as the symphony orchestra . Cf. University of Phoenix.
10	I work in global health. The cost of transporting an audience to Seattle or bringing our speakers to international sites is expensive. Distance education allows us to broadcast conferences, certificate courses and eventually entire courses to international sites . In addition, many of our international colleagues are already using distance education within their own countries - utilizing computers at internet cafes. We all benefit from this extensive network and, in the future, in addition to sending our education internationally, we should become the recipient of broadcasts from our international colleagues.
10	the demand for classes far outpaces the campus facilities available for face to face learning. In addition, our current social structures make it very difficult for many people to find the time to get to a campus for face to face classes , yet their educational needs are increasing. We've found in our distance programs that the students are equally engaged and satisfied with the quality of their education, and grateful for the opportunity to participate even though they can't be physically present.
10	The cost of travel and space will continue to increase . I personally believe the wages of those who want college education will not increase as fast, suggesting for economic reasons fewer people will reach their full potential. EO is a way to solve that issue.
10	Distance education provides access . Access to students who might otherwise not be able to attend college. The single mother in Yakima or even Auburn who works all day doesn't have time to fight traffic and come to class. She has to find child care and ultimately spend considerable time away from her family. Whereas, even if just some of the courses she needed were online, she would have access to them. My own daughter transferred here from another university when I got my job. The first thing she asked was "what can I take that is online". Her generation grew

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	up taking online courses in high school and the majority of what she did at her last school was online. When she realized that there weren't any online classes in her major, she almost transferred back.
10	Education is trending in that direction now. Students are demanding this option. For returning adults, have the option to work online is important.
10	There are a lot of people who cannot get in to the UW and who, because they have to also hold a full time job while they attend school, can benefit from the DL format.
10	Students need options and the University needs to be flexible in providing opportunities for students to schedule classes. It is about the students in the end -not us.
10	Using DL we can provide greater access to distant students and we can offer online programs so that students do not have to live in the Seattle area to take classes at UW.
10	
10 -- not only attracts and conveniences traditional students, but also enables the disabled and serves those who must work and care for families to continue their educations.	distance learning is a direct response to the needs of students today - it provides them with a flexible schedule and acknowledges that increasingly students are also employees, parents, etc. as well as being students.
10	As described above, it serves traditional students, the disabled and those who cannot regularly, or even occasionally, come to campus. As well, it extends students learning by giving them another dimension of their learning about communication and self-education (since a great many may telecommute to some extent in later professions) and it helps the student set and achieve goals while establishing strong habits of independent learning, motivation and self-discipline
5. I think we are coming into an age where more people stay home and work from their computer. I already use distance learning in my professional continuing education.	
8 in the frame described	UW can reach more people with distance learning, and provide a more targeted curriculum. Not only can we reach students in remote locations, we can educate

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below	persons who cannot travel for health, cultural or economic reasons. A great example I have seen recently is an MPH program offered to professionals engaged in clinical healthcare. But I can imagine programs, for example, that might cover the first two years of undergraduate education to migrant agricultural workers in eastern Washington.
How important do you think distance learning will be to the strategic mission of the UW on a scale of 1 to 10, with 10 being of great strategic importance?	learning exchange with grad students and post-docs [incl research faculty] is most important for UW: it shows our capabilities beyond our publications.
I hope, not very important -- 1 to 3.	Please describe why you believe, or don't believe that distance learning is important to the mission of the UW
I think distance learning will be an 8 due to value in terms of time, travel and accessing a wide range of scholarly resources.	I feel in regards to history teaching, at least, much is lost when students aren't able to interact with each other and their instructor in a classroom setting. I also think distance learning will increase the workload of already overstretched and underpaid faculty.
It's the way forward and will likely make education accessible to many more working students and non-traditional students. This might also drive the cost of education, currently very high, down.	Time is increasingly expensive and limited. We can reach and communicate with students through a variety of online method more quickly and economically than face to face. Online instruction also allows us to access an endless variety of resources without the restrictions of classrom time and space.
Not very	FIRST, WASHINGTON STATE IS A GLOBAL LEADER IN TECHNOLOGY RESEARCH AND DEVELOPMENT AS EXEMPLIFIED BY MSN'S AND BOEING'S STRONG PRESENCE IN THE AREA.

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	<p>THE IDEA FOR USING DL THUS EMBODIES THE USE OF TECHNOLOGY IN WASHINGTON TO HELP ENHANCE AND EXPAND UW'S EDUCATION MISSION/OPPORTUNITIES TO ALL WASHINGTON STATE RESIDENTS; AS WELL AS NON-RESIDENTS.</p> <p>WITH THE USE OF DL THE MANY BENEFITS OF AN AFFORDABLE, QUALITY AND DEMOCRATIC-BASED EDUCATION WILL NO DOUBT TRICKLE DOWN TO THOSE WHO MIGHT NOT HAVE BEEN ABLE TO ATTEND COLLEGE.</p> <p>THE IDEA FOR DL ALSO TAPS INTO THE PRESENT GLOBAL REALITY OF A VIRTUAL-BASED WORK FORCE (TELECOMMUTERS) WHO ARE ALSO ABLE TO TAP INTO BOTH WORK AND SCHOOL-BASED TECH RESOURCES TO DEVELOP THEMSELVES AND OTHERS. DL ALSO HELPS THE WASHINGTON RESIDENT FOR EXAMPLE KEEP ABREAST OF WHAT HIS/HER COUNTERPART IS RESEARCHING, LEARNING AND DEVELOPING AROUND THE WORLD.</p>
<p>Sorry, I cannot give you an opinion on so fine a scale. I do think it is likely to be important in select cases.</p>	<p>Repeatedly it has been shown that distance learning is useful for certain highly specialized kinds of courses that are meant to convey precise, technical information, but that otherwise, it is not worth the cost. Done properly, distance learning is not cheap.</p>
	<p>We have an obligation to meet the needs of students in our state, and often opportunity to expand our teaching through connection with people out of state. In some cases, distance learning is the best means to allow access. In others, distance learning can connect students to projects that would otherwise be unworkable - e.g, connecting teams of students in different locations; connecting to professionals working out of state, etc.</p>
	<p>the university may try to exploit it as a cheaper way to teach, enrolling more students without the need for physical facilities, and employing a higher proportion of instructors paid less well.</p>