

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

The Faculty Council on Educational Outreach met at 9:00 a.m. on Tuesday, **November 18, 2003**, in 36 Gerberding Hall. Chair William Erdly presided.

**Approval of minutes**

The minutes of the October 21, 2003 FCEO meeting were approved as written.

**Welcome and Introductions – William Erdly (Chair)**

2003-2004 FCEO Chair William Erdly introduced himself to council members. Each member identified his or her department and impetus for joining FCEO.

Berger noted that this is his second year on the council, and that this academic year he is also a member of the Faculty Council on Educational Technology (FCET). He said the issues of the two faculty councils are intertwined, but FCEO has a somewhat broader reach than does FCET, whose concerns are more purely technical.

Brock said he is new to the council, and added: “The overlap of FCEO with FCET is why this council is interesting to me. Our department [Medical Education] works with the WAMI program, and the delivery of material is an issue we’re looking at.”

Szatmary said that continuing medical education is “going through a metamorphosis to become a resource that charges for its services to academic units that assume the financial risk.” UWTV delivers much of continuing medical education now, said Szatmary. A problem is that physicians do not pay a lot for continuing medical education. A huge volume is needed to make it worth while.”

Deardorff said, “The Libraries can support all these efforts. We have developed a range of services that meet the needs of both distance learners and Seattle-based students. Our effort now is to deliver as much content as possible directly to the desktop which benefits all users. But we have no specific services for distance learners yet. We do have some online services. The differences between distance learning and traditional classroom teaching modes are very interesting.”

Szatmary said, “For the last seven or eight years, we have tried to get the “C” prefix removed. That has been done. Now, the interface with educational technology is a real issue.” Berger said, “There are things we can look at in FCEO that do not have to do with educational technology.”

Wells said, “In Dental Public Health, we interpret outreach somewhat differently. Anything conducted outside Health Sciences at the University of Washington is considered outreach. Most of our outreach work is clinical. We do truly global outreach work, with programs in Europe and Asia and around the world.”

Erdly (in his introductory remarks) told the council he is a graduate of the University of Washington, and took a correspondence course as long ago as 1976. He said it was a “very challenging course,” and quite meaningful. He has been working with the University’s Bothell campus since 1991, has worked with Boeing, and has been a director of health care quality at Overlake Hospital.

Erdly and his colleagues have developed the content for a full-degree program at UW, Bothell using distance learning as a delivery mode. He worked in part with David Szatmary on this project. Erdly said

he is interested in the question: “How *different* is an electronic version of a traditional classroom-based course? Does this medium meet the academic standards and serve the mission of the UW?”

Erdly said he is interested in looking at strategic planning aspects involving educational outreach. “There are ‘new world’ and ‘old world’ aspects of strategic planning, and they need to be used together. There are new techniques and tools available. We have done outreach in our service and research, and now we are doing it in our teaching. We have expanded outreach to the University’s Bothell and Tacoma campuses.” He added: “There is a synergy between educational delivery and service: These components can work together.” Berger said, “Professor Erdly and I helped implement a distance learning degree in our department. An important issue was guaranteeing the quality of the distance learning degree: making it comparable to the degree delivered with in-class teaching techniques and methods.”

Erdly asked, “What are the constants? And not just technically-based, but other constants, too.” He said an important issue is that of instructional quality. “And instructional quality is linked to promotion and tenure. As for faculty involvement in outreach courses, how these courses link to the promotion and tenure process needs to be better understood. Instructional outreach and distance learning instruction need to be properly valued. And to be properly valued it needs to be part of the P&T process.” Szatmary corroborated that Educational Outreach instruction is not now part of the tenure-track process. “We could look at this issue,” said Erdly. “What are the mechanisms that can be used to ensure that faculty efforts in educational outreach are considered in the P&T process where appropriate?”

Erdly said, “We could explore the challenges departments face as they think about distance learning, and hiring faculty for distance learning instruction. What *are* the real differences in distance learning and non-DL instruction?” He said the “high expectations” of outreach efforts are being carried out in many arenas: in meeting general education requirements; in meeting demands in industry; in many aspects of medical technology; and in many other arenas.

Erdly emphasized that “the perceptions and values of the University as seen from outside are significant: understanding the market and the marketing value of what distance learning and other educational outreach programs provide to the community and to the University itself. We could look at different outreach methods.” He added that “students are the most important factor of all. Students often figure out how to leverage available educational opportunities before the system has a full understanding of the consequences of new outreach initiatives.”

“Distance learning is clearly here to stay,” said Erdly. “We need to see how the University of Washington and other institutions are looking at this issue. And we want to showcase what’s being done in distance learning.”

Wells said, “Eastern Washington University now has an almost totally distance learning-based Bachelor of Science degree-completion dental hygiene program at community college sites with Clark, Pierce, and Shoreline. They are implementing a new pre-licensure DL-program with Olympic Community College in conjunction with Pierce Community College. And in my department at the University – Public Dental Health Sciences – we have international programs in remote areas of the world using distance learning methods and techniques in-progress.” Wells noted that one Washington technical college, which has a regular campus program, may be compelled to drop, in units of six, some of its 30 students who are underachieving, because of a need to retain faculty ratios and make programs cost-efficient. This is yet another instance of the difficulty of enrolling qualified applicants when state and college pressures are such as to increase enrollment of successful and well-paying technical programs, at the sacrifice of enrolling students with adequate preparation. Thus the ripple effect occurs between hiring and keeping faculty in programs that require specific faculty ratios – in this case 1:6 – to retain accreditation status. This could be an area of development for distance learning programs in allied health fields.

Wells said there is a growing complexity in the health arena “across all disciplines” because of increased immigration, on the one hand, and the inefficiency in speaking languages on the part of health care workers, on the other hand. “We need both the languages and the health skills in this newly complex cultural environment,” stressed Wells. “This problem cuts across faculty, students and administration. Our University is behind other institutions in some of these respects.”

Erdly mentioned a study he has finished in which it was revealed that industry representatives “feel the value of interdisciplinary skills and background (in languages, the arts, and related disciplines).” He said there is “an opportunity for the University to reach some of these goals: to fulfill these needs in ways that it has not in the past. We could help with collaborative efforts. The University and industry could work together to fulfill these needs. And some people in such collaboration would have interdisciplinary skills that would be invaluable: someone, for instance, with agricultural and computer skills combined. This would be a great asset. As we combine a variety of different disciplines and enable them with technology, many new ideas and benefits will be generated.”

Regarding community colleges, Erdly said there is “a pent-up demand for four-year degrees throughout the state. There is a need to connect two-year and four-year institutions. The University could enhance its partnerships with some of these new programs.” Erdly wondered how FCEO could help communicate a greater awareness to faculty at the University of Washington.

Szatmary said, “As the economy worsens, the notion of fee-based programs will trickle in more and more. How will that play out? It’s a matter of sizing, as well. So many students *want* to get in the University who don’t get in. How many students *should* get in to the University? And they need a 3.7 GPA at least, and exceptionally high SAT scores, to be seriously considered.”

Berger said, “A possible issue for the council is a discussion of ways to make educational delivery more seamless: to deliver to a wider area of students who cannot come directly to a campus, or who cannot get into the University because their qualifications are not strong enough.” Erdly concurred with Berger: “A question we should ask is: How do we provide a meaningful ‘college experience’ for students *not* on campus?” Berger suggested: “We might have a distorted perspective of what a ‘college experience’ is. Many students come to campus for their classes but live in the suburbs or somewhere else far away from campus, and don’t experience the normal campus activities that students do who live on or near the campus.” Erdly said, “But we want to see what differences there are between these students with different kinds of access to the ‘college experience’.”

Deardorff said, “Just getting *into* classes is difficult enough for students. If we can provide some distance learning help for these students, it might make the educational delivery more ‘seamless’.” Berger said, “If the number of outreach classes could be increased, might the students be willing to pay an additional sum?” Wells said, “Sometimes, the only way a student could complete a baccalaureate degree is through distance learning: e.g., a student living in a remote area.”

Erdly said, “It is difficult sometimes to keep a distance learning course within a ‘quarter’ framework. A question is, for this and other reasons: How can faculty be compensated for this kind of teaching?” Wells said, “There’s a lot of potential there; we need to keep trying.” Erdly commented: “We need to figure out more efficient methods and a better system. We need a better infrastructure.”

Asked about the Libraries, Deardorff said, “Determining who gets services is complicated. It’s hard to tell who’s ‘UW’ and who’s *not* ‘UW’ when we’re contacted.” Wells, who praised the Libraries for its overall contribution to faculty and students at the University, said, “Getting into all the databases can be very costly.”

Berger said, “You could pick one or two high-stress courses and get funding to do a parallel track of it: on-site vs. DL versions of the same course.” Erdly said, “There *is* data out there. People are looking at these alternatives, and institutions are experimenting with them.”

Erdly said he thought the “210 credit limit” is troubling. “It’s good for students to be able to ‘look around’. It’s good for students to have different experiences and learn in different ways to better understand their own learning styles. This cannot be done with the pressure of the 210 credit limit looming before them.” Wells reiterated her earlier point: “We, in health care, *need* health care people who have language skills, and cultural skills generally.” Berger added: “Because of the pressure [of the 210 credit limit], distance learning might allow for a broader education: experimenting in other disciplines. Some students *want* to experiment; others want to get in and out as soon as possible.”

Erdly said, “For our next FCEO meeting, think about particular issues we could document for a strategic plan for this group: a strategic plan for the academic year.” Berger said, “If any campus is ripe for distance learning, it would be Bothell; yet it’s lost on some people. Some faculty don’t even believe data showing equivalent value between distance learning and on-site instruction *when they’re shown it*. We could be a clearing house for best practices in distance learning.”

Erdly said, “Again, the Promotion and Tenure process comes into play. And distance learning doesn’t always *have* to be seen as simply an ‘alternative’ means of educational delivery. Sometimes it may simply be the *best possible* means of educational delivery.”

#### **Next meeting**

The next FCEO meeting is set for Tuesday, December 16, 2003, at 9:00 a.m., in 36 Gerberding Hall.  
Brian Taylor, Recorder

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

**ABSENT:** *Professors* Collins, Eberhardt, Goldsmith (on leave), Kim, Warnick and Wilkes;  
*Ex-officio member* Warbington and Johnston