

Faculty Senate

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Online Education Committee (eff. 4/12/2012)
(formerly Distance Education Committee)

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Online Education Committee

Standing Rules

The Online Education Committee considers and provides recommendations to the Faculty Senate on a wide range of philosophical and technical issues considered important to faculty and students related to the role of online education in meeting the academic mission of Oregon State University.

The Committee consists of six Faculty, at least three of whom shall be from units or programs with existing or developing distance education courses, and two Students (preferably with distance education experience), one of whom shall be a graduate student, ideally to provide a broad representation of academic disciplines. In addition, ex-officio, non-voting members shall include one representative from each of the following: Budgets and Fiscal Planning Committee, Curriculum Council, Graduate Council, Valley Library, and the Associate Provost of OSU Extended Campus, or designee.

(Rev 03/02; 04/12)

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Online Education Committee

Scheduled Meetings 2013-2014

- November 7 - 4:00-5:00 PM ~ 109 Gilkey Hall
- January 10 - Noon-1:00 PM ~ 104j Nash Hall
- March 3 - Noon-1:00 PM ~ 104 Nash Hall

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Online Education Committee

Distance Education Internal Policy Statement

Distance education, for the purposes of this committee, is the learning that occurs when instructor and student are separated by space or time and communicate primarily via the application of technologies. Excluded from this definition is asynchronous course delivery for the on-campus environment.

Other Internal Policies

During the year, the Committee continued to discuss the internal policy statements that had accumulated informally from the past. After suitable revisions and deletions, a [full set of internal policies](#) was approved.

Policy on Promotion and Tenure

The Committee ended the previous year by asking for comments on its proposed policy on promotion and tenure from the FS Promotion and Tenure Committee and the FS Faculty Status Committee. These comments were received over the summer and incorporated during our fall meetings.

The [final policy statement](#) was accepted in April by the FS Executive Committee, Academic Affairs, and the FS Promotion and Tenure Committee. The policy statement will be appended to the University Promotion and Tenure guidelines as a link for the clarification of distance education issues.

Policy on Course Assessment and Review

Penny Diebel presented her revised policy statement on distance education course assessment and review. Changes were discussed and accepted. Supporting materials were reviewed and revised by members Filimban and Stephens. Dinsmore created a Web site to host the supporting materials that maintain the look and feel of the Faculty Senate Web site, is linked from the FS Distance Education Committee page, and is controlled both by individuals on the Committee and by Vickie Nunnemaker.

The final policy statement and its supporting materials are available on the Committee's new supporting Web site (<http://oregonstate.edu/groups/dec/>).

The Committee identified several parties on campus with interest in course assessment and review, such as Academic Affairs, the FS Advancement of Teaching committee, the FS Computing Resources committee, the FS Curriculum Council, and the FS Promotion and Tenure committee. The next step is to solicit comments from these parties.

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Christina DeWitt, Chair '15
Lynette Black '14
Nicole Duplaix '14
Dianna Fisher '15
Sundar Atre '16
Maura Valentino '16

Food Science & Technology
Wasco Extension Service
Fisheries and Wildlife
Extended Campus
Engineering
The Valley Library

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (TBA)
Graduate Council (TBA)
Library - Stefanie Buck
Extended Campus - Lisa Templeton

Student Members -
- (Graduate) Dann Cutter
- TBA

Executive Committee Liaison – Mike Bailey

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Roger Nielsen, Chair '13	Geosciences
John Edwards '13	Psychology
Lisa Templeton '13	Extended Campus
Lynette Black '14	Wasco Extension Service
Nicole Duplaix '14	Fisheries and Wildlife
Christina DeWitt '15	Food Science & Technology

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (TBA)
Graduate Council (TBA)
Library - Stefanie Buck
Extended Campus (Alfonso Bradoch)

Student Members -
- TBA (Graduate)
- TBA

Executive Committee Liaison – Dan Edge

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Membership -- 2011-2012

Roger Nielsen, Chair '13
Dawn Anzinger '12
John Edwards '13
Lisa Templeton '13
Lynette Black '14
Nicole Duplaix '14

Geosciences
Forest Ecosystems & Society
Psychology
Extended Campus
Wasco Extension Service
Fisheries and Wildlife

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (TBA)
Graduate Council (Cass Dykeman)
Library - Stefanie Buck
Extended Campus (TBA)

Student Members -
- TBA (Graduate)
- TBA

Executive Committee Liaison - Jon Dorbolo

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Membership -- 2010-2011

Bruce Dugger, Chair '11	Fisheries & Wildlife
John Meyers '11	Media Services
Dawn Anzinger '12	Forest Ecosystems & Society
John Edwards '13	Psychology
Roger Nielsen '13	Geosciences
Lisa Templeton '13	Extended Campus

Ex-Officios:
Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (TBA)
Graduate Council (TBA)
Library - Stefanie Buck
Extended Campus (TBA)

Student Members -
- TBA (Graduate)
- TBA

Executive Committee Liaison - John Selker

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Distance Education Committee

Membership -- 2009-2010

Bruce Dugger, '11 Chair
Lori Cramer '10
Laurel Kristick '10
John Myers '11
Dawn Anzinger '12
TBA

Fisheries & Wildlife
Sociology
Library
Media Services
Forest Ecosystems & Society

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (Dianna Fisher)
Graduate Council (TBA)
Library (Maureen Kelly)
Extended Campus (Dave King)

Student Members -
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- TBA

Executive Committee Liaison - Stan Gregory

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Distance Education Committee

Membership -- 2008-2009

Lori Cramer '10, Chair
Brett Jeter '09
Kay Stephens '09

Sociology
CAS Student Advancement
College of Education
Library
Media Services
Fisheries & Wildlife

Laurel Kristick '10
John Myers '11
Bruce Dugger '11

Ex-Officios:
Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (Dianna Fisher)
Graduate Council (TBA)
Library (Maureen Kelly)
Extended Campus (Dave King)

Student Members -
- TBA (Graduate)
- TBA

Executive Committee Liaison - Stan Gregory

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Distance Education Committee

Membership -- 2007-2008

Paul Primak '08
Mark Reed (v. Diebel) '08
Brett Jeter '09
Kay Stephens '09

International Programs
Forest Resources
CAS Student Advancement
College of Education
Sociology

Lori Cramer '10
TBA (v. Dinsmore) '10

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (John Lee)
Graduate Council (Tom McLain)
Library (Maureen Kelly)
Extended Campus (Dianne Fisher)

Student Members -
- Ghadeer Filimban (Graduate)
- TBA

Executive Committee Liaison - Stan Gregory

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Membership -- 2006-2007

Mark Wilson '07, Chair	Botany & Plant Pathology
Paul Primak '08	International Programs
Penny Diebel '08	Eastern Oregon University
Mark Dinsmore (v. Stewart) '07	Technology Across the Curriculum
Brett Jeter '09	CAS Student Advancement
Kay Stephens '09	College of Education

Ex-Officios:
Budgets & Fiscal Planning Committee (Tom Shellhammer)
Curriculum Council (John Lee)
Graduate Council (TBA)
Library (Maureen Kelly)
Extended Campus Dean (Mark Merickel)

Student Members -
- Ghadeer Filimban (Graduate)
- TBA

Executive Committee Liaison - Moira Dempsey

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Membership -- 2005-2006

Mark Wilson '06, Chair	Botany & Plant Pathology
Debbie Coehlo '06	Cascades Campus
Ron Stewart '07	Information Services/Media Services
Melora Halaj '07	SMILE
Paul Primak '08	International Programs
Penny Diebel '08	Eastern Oregon University

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (TBA)
Graduate Council (TBA)
Library (Maureen Kelly)
Extended Campus Dean (Bill McCaughan)

Student Members -
- TBA (Graduate)
- TBA

Executive Committee Liaison - Moira Dempsey

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Membership -- 2004-2005

Mark Wilson '06, Chair	Botany & Plant Pathology
Jeff Hale '05	College of Liberal Arts
Deborah Healey '05	English Language Institute
Debbie Coehlo '06	Cascades Campus
Ron Stewart '07	Information Services/Media Services
Melora Halaj '07	SMILE

Ex-Officios:

Budgets & Fiscal Planning Committee (Kim Calvery)
Curriculum Council (Joan Gross)
Graduate Council (Lynda Ciuffetti)
Library (Maureen Kelly)
Extended Campus Dean (Bill McCaughan)

Student Members -
- TBA (Graduate)
- TBA

Executive Committee Liaison - Lynda Ciuffetti

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Membership -- 2003-2004

Jeff Hale '05, Chair	College of Liberal Arts
Allan Brazier '04	School of Education
Eric Hansen (v. Minear) '04	University Housing and Dining Services
Deborah Healey '05	English Language Institute
Debbie Coehlo '06	Cascades Campus
Mark Wilson '06	Botany & Plant Pathology

Ex-Officios:
Budgets & Fiscal Planning Committee (Kim Calvery)
Curriculum Council (Joan Gross)
Graduate Council (Lynda Ciuffetti)
Library (Maureen Kelly)
Extended Campus Dean (Bill McCaughan)

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- TBA

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Jeff Hale '05, Chair	College of Liberal Arts
Bob Ehrhart '03	Rangeland Resources
Len Friedman '03	Public Health
Allan Brazier '04	School of Education
TBA '04	
Deborah Healey '05	English Language Institute

Ex-Officios:
Budgets and Fiscal Planning Committee (Kim Calvery)
Curriculum Council (Len Friedman)
Graduate Council (Alex Sanchez)
Library (Ruth Vondracek)
Dean of Distance and Continuing Education (Bill McCaughan)

Student Members -
- TBA (Grad.)
- TBA

Executive Committee Liaison - Angelo Gomez

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Membership -- 2001-2002

Jeff Hale '05, Chair	Liberal Arts
Bob Ehrhart '03	Rangeland Resources
Len Friedman '03	Public Health
Allan Brazier '04	School of Education
Paula Minear '04	Fisheries & Wildlife
TBA '05	

Ex-Officios:
Budgets & Fiscal Planning Committee - Kim Calvery
Curriculum Council - Len Friedman
Graduate Council - Alex Sanchez
Library - Bryan Miyagishima
Dean of Distance and Continuing Education - Bill McCaughan

Student Members -
- TBA
- TBA

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Online (Distance) Education Committee

2012-2013 Annual Report

Membership

Roger L Nielsen '13, Chair	College of Earth, Ocean and Atmospheric Sciences
John Edwards '13	Psychology
Lisa Templeton '13	Extended Campus
Lynette Black '14	Wasco Extension Service
Nicole Duplaix '14	Fisheries and Wildlife
Christina DeWitt '15	Food Science and Technology

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (TBA)
Graduate Council (TBA)
Library - Stefanie Buck
Extended Campus - Alfonso Bradoch

Executive Committee Liaison - Jon Dorbolo/Dan Edge

Committee Charges for 2012-13

At a meeting with the Faculty Senate President in spring 2012, the DEC Chair summarized the status of the long-term goals for this committee. The two ongoing issues were 1) the monitoring of the renewal process for the rules regarding use of on line classes towards full-time status, and 2) continuation of the long-term process of developing assessment tools for parallel face-to-face and on line classes. This second issue grew out of concerns about the quality of on line courses relative to those offered on campus. Two years ago, the Online (Distance) Education Committee (OEC) was charged with working with the appropriate groups to examine ways in which the outcomes for different delivery methods could be assessed. In 2010-12 we developed a long-term plan to work with the assessment office and individual units towards that goal. That plan is described in detail in the [2010-11 annual report](#), and again in [last year's report](#), and are summarized below.

2012-13 Activities and Accomplishments

Role of the Online Education Committee in the evaluation of the process for allowing Ecampus credits for full-time status. Prior to Fall 2011, graduate students were not allowed to count Ecampus course work toward full time status. This was irrespective of the source of funds used to pay for their tuition. Last year (2011-12), we on the Distance Education Committee were asked to make a recommendation to resolve the issue. We recommended that students who paid their tuition themselves, or through grants and contracts, should be able to count Ecampus course credits towards their full-time status. In addition, we took the position that whatever was implemented, the financial impact should not fall onto the units that deliver the courses.

The policy implemented by the Graduate School allows students to apply all Ecampus credits to their full-time status. This policy has the advantage of simplicity. Nevertheless, several committee members voiced concern that the change would have a negative financial impact on units that offer Ecampus graduate courses that are popular with students on GTAs.

This policy was renewed for the upcoming year, and units have been protected from financial impact by redistribution of funds centrally. The policy is scheduled to be evaluated annually. Our committee feels strongly that the Faculty Senate should be a part of that evaluation process.

Assessment of parallel on line and face-to-face sections of the same course. Last year, the committee identified a number of preliminary recommendations to be developed. The questions were prioritized based on the current activities of the Baccalaureate Core Committee and the assessment office.

- 1st order priority – compare learning outcomes for parallel courses – specific questions – in what percent are the learning outcomes identical – in what percent are they different but equivalent – in what percent are the learning outcomes sufficiently different as to represent two different courses?
- 2nd order – compare assessment criteria for on line and face-to-face courses. Are they identical? Parallel, or completely different?
- 3rd order – To what degree do these courses attain their learning outcomes?

Questions pertaining to the assessment of outcomes in parallel sections (summarized after last year's report).

- How comparable are learning outcomes in parallel courses?
Action/Recommendation: Work with the assessment office to tabulate and compare the learning outcomes published in course syllabi in parallel sections of the same courses.
- How many courses do we test in 1st phase?
 - *Action/Recommendation:* Coordinate with the current assessment effort of bacc core courses – assessment office followed by discussions with our committee.
 - Who is going to be responsible for collecting the assessment data from parallel sections?
 - *Action/Recommendation:* Effort should be lead by the unit and facilitated and supported by the assessment office and Ecampus.
- Where are the resources going to come from?
 - *Action/Recommendation:* Support should be provided by the assessment office and Ecampus either directly to individual faculty or through an on line research center (e.g., COER). With the change in leadership of the assessment office, that needs to be revisited.
- Who is responsible for performing assessment activities?
 - *Action/Recommendation:* The unit responsible for delivering the course should perform the assessment. However, it is critical that the assessment office, Ecampus and the colleges actively facilitate, support, and provide oversight.
- Is the effectiveness of a course dependent on the characteristics/experience of the instructor?
 - *Action/Recommendation:* We need tracking information on the instructor responsible for course delivery.
- How does the difference in student profiles effect outcomes?
 - *Action/Recommendation:* Obtain data on student population in individual sections.
- Are there significant differences in student resources between on line and face-to-face courses (e.g., library, software, tutoring, etc.)?
 - *Action/Recommendation:* Tabulate resources provided to students in parallel sections.

Little progress on these issues was made in the Fall due to the workload in the assessment office. We re-engaged on [January 29](#) with a joint meeting of the Online Education Committee and Bill Bogley and Stefani Dawn from the assessment office. Stefani Dawn presented information gathered as part of the ongoing analysis of the bacc core Synthesis courses. This information was distilled from the overall data on the behest of the OEC in order to set up the next steps in the development of a plan to assess the equivalence of Ecampus and face-to-face courses.

Based on Stefani's report, it was the sense of the group that changes need to be made in future bacc core review reports provided by the units that house and deliver bacc core courses in order to have sufficient data to answer the questions above. These changes would focus on improving the (currently grossly inadequate) level of internal consistency of the data. For example, the information from the bacc core self-reporting process resulted in the reporting of syllabi for only 10 of the 33 courses where there were parallel and on line courses.

There was a long discussion by the committee as to reasons why the data was so incomplete. There was no consensus other than that the faculty making the reports may need more guidance as to what needs to be submitted in the periodic bacc core review reports (part of this issue may also be the fact that the goal of assessing multiple sections of a bacc core class has not been a central priority in the review process).

Other specific concerns raised included:

- The need to avoid pushing more work down to individuals in the units.
- The alignment (or misalignment) of assessment with the learning outcomes (example – a course with a stated writing related outcome, but without an assignment that required writing).
- Bacc core classes have a built in five-year review process; however, that is not true of non-bacc core

- classes. Who is responsible for making sure those classes have equivalent outcomes and assessment plans?
- What about degree assessment? What process is responsible for making sure that parallel Ecampus and face-to-face degree programs have equivalent learning outcomes?

In an attempt to make some progress on our long-term goals, the OEC chair agreed to independently (with the assistance of the assessment group) collect the information on learning outcomes for parallel sections. The results of that research are reported in the [attached spreadsheet](#). Examination of that data indicates that even the most basic information on learning outcomes is not reported consistently in the course syllabi.

Specifically, the bacc core learning outcomes are given in the syllabus for only 2/3 of all bacc core courses delivered face-to-face and for 3/4 of bacc core courses delivered by distance. Further, the learning outcomes are the same in parallel sections in only approximately half the cases examined.

This supports the initial data collected by Stefani Dawn with respect to the completeness of the data. It also supports the initial recommendation of the committee that the assessment office provide more guidance to faculty during periodic reporting processes. However, more general guidance of faculty will be necessary for courses that are not part of a periodic review process (e.g., bacc core courses). This guidance must become part of the basic training of faculty as they develop and revise courses.

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Online (Distance) Education Committee

2011-2012 Annual Report

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Roger L Nielsen '13, Chair	College of Earth, Ocean and Atmospheric Sciences
Dawn Anzinger '12	Forest Ecosystems & Society
John Edwards '13	Psychology
Lisa Templeton '13	Extended Campus
Lynette Black '14	Wasco Extension Service
Nicole Duplaix '14	Fisheries and Wildlife

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (TBA)
Graduate Council (Cass Dykeman)
Library - Stefanie Buck

Executive Committee Liaison - Jon Dorbolo

Committee Charges for 2011-12

At a meeting with the FS President in July 2011, the DEC Chair discussed the fact that there were a number of unfinished issues that had carried over from AY2010-11. The two most important were the proposed revision of the standing rules, and the proposed name change for the Distance Education Committee. In a follow up meeting, the DEC Chair and the FS Executive Committee discussed the recommendations made by the committee in their annual report, as well as those made by the Provost's Ecampus Task Force in June 2011. One of the highest priorities to come from those discussions related to the issue of the relative quality of courses delivered through Ecampus compared to the same course delivered face- to-face. The Online (Distance) Education Committee was charged with working with the appropriate groups to examine ways in which the outcomes for different delivery methods could be assessed. Finally, we were asked to participate in the discussion of and development of a proposal for a Center for On Line Education Research.

In summary, the list of issues for action in 2011-12 included:

1. Name change and standing rules
2. Participate in discussion/proposal writing for Center for On Line Education Research(COER)
3. Assessment of face to face and Ecampus delivery of equivalent courses

2011-2012 Activities and Accomplishments

1. **Changes in Standing Rules and name change** – The Faculty Senate approved name change and changes in Standing Rules at the April 12 meeting.

New Name – Online Education Committee

New Standing Rules:

The Online Education Committee considers and provides recommendations to the Faculty Senate on a wide range of philosophical and technical issues considered important to faculty and students related to the role of online education in meeting the academic mission of Oregon State University. The Committee consists of six Faculty, at least three of whom shall be from units or programs with existing or developing distance education courses, and two Students (preferably with distance education experience), one of whom shall be a graduate student, ideally to provide a broad representation of academic disciplines. In addition, ex-officio, non-voting members shall include one representative from each of the following: Budgets and Fiscal Planning Committee, Curriculum Council, Graduate Council,

Valley Library, and the Associate Provost of OSU Extended Campus, or designee.

- 2. **Status of proposal to create a Center for On Line Education Research (COER)** – Two members of the Online (Distance) Education Committee participated in the discussions and in the writing of the proposal for the Center. The proposal has been formally submitted, and is working its way through the system. The committee felt strongly that our group must be re-engaged during the final approval process. In general, our committee is very supportive of this proposal, so long as the mission of the COER is distinct from that of the faculty senate committee.
- 3. **Assessment of parallel on line and face-to-face sections of the same course** – To address faculty and administration concerns with respect to the equivalence of on line, hybrid and face-to-face classes, the committee discussed what information would be needed. Our conversation centered on setting some boundary conditions for evaluation, as well as what specific questions need to be addressed, what data would be needed to constrain the answers, and who would be responsible for collecting and analyzing the data. In addition, we identified what data would NOT be useful. In the end, we identified a number of preliminary recommendations to be developed further by our group and presented to the Faculty Senate Executive Committee.

The questions below may be prioritized based on the current activities of the Baccalaureate Core Committee and the assessment office.

- 1st order priority – compare learning outcomes for parallel courses – specific questions – in what % are the learning outcomes identical – in what % are they different but equivalent – in what % are the learning outcomes sufficiently different as to represent two different courses?
- 2nd order - compare assessment criteria for on line and face-to-face courses. Are they identical? Parallel, or completely different.
- 3rd order – To what degree do these courses attain their learning outcomes?

The Chair of our committee met with the interim director of the Assessment Office (Stefani Dawn) to discuss what might be accomplished in the short and intermediate time frame. Both felt that we currently had the resources and time to address the first order question regarding the learning outcomes. Follow-up with the new director (Bill Bogley) should happen as soon as possible. Specific actions depend on the conclusions of the initial analysis.

Questions pertaining to the assessment of outcomes in parallel sections:

- How comparable are learning outcomes in parallel courses (note issue of mission creep/divergence in parallel sections)?
Action/Recommendation: Work with the assessment office to tabulate and compare the learning outcomes published in course syllabi in parallel sections of the same courses. This may be addressed using the information collected as part of the ongoing baccalaureate core review.
- How many courses do we test in 1st phase?
Action/Recommendation: Coordinate with the current assessment effort of baccalaureate core courses – Assessment Office followed by discussions with our committee.
- Who is going to be responsible for collecting the assessment data from parallel sections?
Action/Recommendation: Effort should be lead by the unit and facilitated and supported by the assessment office and Ecampus. It is particularly important that units are supported with the appropriate expertise to design assessment research projects. At present, assessment has been a largely unfunded mandate. The result of this is that educational assessment data on campus is often collected by people who do not have such duties as part of their FTE and who do not have any training in design of studies to assess educational outcomes. There is also little standardization of assessment methods across campus which makes comparisons difficult, if not impossible.
The data needed to answer these questions will be collected by the assessment group, and the Baccalaureate Core Committee. The specific information will be provided by the units offering the courses (usually tabulated by the instructors delivering the course). However, what our committee is asking for is an additional level of analysis that is not currently part of their purview.
- Where are the resources going to come from?

Action/Recommendation: Support should be provided by the Assessment Office and Ecampus either directly to individual faculty or through an on line research center (e.g. COER).

The current timeline would allow for that analysis to begin this summer. However, there are no excess resources available in the assessment group – or among the members of this committee to invest in such an analysis. What is needed is someone who could take the baccalaureate core review reports and organize the data for all courses where there are parallel sections offered (on line and face-to- face). Once that information is organized, analysis could be done by one of us, or by the assessment group.

The chair of the OLEC and the interim head of the Assessment Office discussed the possibility of obtaining some data analysis help through the Faculty Senate, registrar and/or Ecampus. With the change in leadership of the Assessment Office, that needs to be revisited.

- Who is responsible for performing assessment activities?

Action/Recommendation: The unit responsible for delivering the course should perform the assessment. However, it is critical that the Assessment Office, Ecampus and the colleges actively facilitate, support and provide oversight.

- Is the effectiveness of a course (measured in terms of accomplishing learning outcomes) dependent on the characteristics/experience of the instructor?

Action/Recommendation: We need tracking information on the instructor responsible for course delivery. Specific information needed include: number of times an instructor has delivered a course, rank of instructor, and CTL training.

This question is an important issue, but probably not one we can address immediately – as such, it represents a long-term goal that may need to wait for the higher order questions to be dealt with.

- How does the difference in student profiles effect outcomes?

Action/Recommendation: Obtain data on student population in individual sections (number per section, % on campus vs. off campus, age, major, etc.).

- Are there significant differences in student resources between on line and face-to-face courses (e.g. library, software, tutoring, etc.)?

Action/Recommendation: Tabulate resources provided to students in parallel sections. For example, compare access to computer labs for face-to-face or hybrid courses with availability of software for on line students.

The previous two questions may need to be addressed after the initial research is completed.

Additional Recommendations

- Student Evaluation of Teaching results (SETs) should not be a core component of comparative assessment of courses delivered using different methodologies (good for what they are meant for, but they do not specifically measure the degree to which learning outcomes are achieved).
- Evaluation of courses will require a time series assessment study of critical data for each course. Data on learning outcomes must be collected over a significant time period (e.g. 5 years) before we can effectively make comparisons.
- There should be no differences in how assessment of on line, hybrid and face-to-face courses is performed.

4. **Role of the Online Education Committee in the evaluation of the process for allowing Ecampus credits for full-time status** – Prior to last Fall, graduate students were not allowed to count Ecampus course work toward full- time status. This was irrespective of the source of funds used to pay for their tuition. Last year (2010-11), we on the Distance Education Committee were asked to make a recommendation to resolve the issue. We recommended that students who paid their tuition themselves, or through grants and contracts, should be able to count Ecampus course credits toward their full time status – together with the face-to-face course credits. In addition, we took the position that whatever was implemented, the financial impact should not fall onto the units that deliver the courses.

The policy implemented by the Graduate School allows students to apply all Ecampus credits to their full-time status. In addition, the new policy allows graduate students to use GTA related to tuition waivers for Ecampus courses. This policy has the advantage of simplicity. Nevertheless, several committee members voiced concern that the change would have a negative financial impact on units

that offer Ecampus graduate courses that are popular with students on GTAs. This may cause some units to cancel courses required for graduate degree completion. The greatest potential impacts are in cases where units are offering graduate service courses that serve students from other units. Without tuition support, those units providing access have little or no incentive to do so. Loss of those courses would have the additional impact of reducing the degree of interdisciplinary collaboration between departments.

The new policy is scheduled to be evaluated at the end of AY2012. Our committee feels strongly that the Faculty Senate should be a part of that evaluation process. It is critical that we not go backwards with respect to allowing graduate students to use Ecampus courses – yet protect the units that are actually providing the needed courses.

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Distance Education Committee

2010-2011 Annual Report

Membership

Bruce Dugger '11, Chair	Fisheries & Wildlife
John Meyers '11	Media Services
Dawn Anzinger '12	Forest Ecosystems & Society
John Edwards '13	Psychology
Roger Nielsen '13	Geosciences
Lisa Templeton '13	Extended Campus

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (TBA)
Graduate Council (TBA)
Library (Stefanie Buck)
Extended Campus (TBA)

Student Members:

- Graduate (TBA)
- Undergraduate (TBA)

Executive Committee Liaison - John Selker

Committee Charges for 2010-2011

At a meeting with the Faculty Senate Executive Committee during summer 2010, the DEC Chair brought it to the the attention of the FSEC that the need and purpose of the DEC was unclear (see 2009-2010 annual report). The standing rules no longer applied and it was clear that the FSEC had no clear role for the DEC. The conversation was productive (but we think unresolved) and resulted in the FSEC assigning the DEC a broad range of issues to prioritize and consider for the 2010-2011 academic year. The list of topics included:

1. Financial model for Ecampus - work with the University Budget Committee on recommendations as to the funding model
2. Goals for Ecampus from an academic perspective; what is the mission of Ecampus from an academic/educational perspective
3. Impact of distance education on P&T - how do distance education activities "count" - are policy statements needed?
4. Policy regarding on-campus students access to Ecampus courses both undergraduate and graduate
 - one complaint we have heard from on-campus students is that required courses in their major are only available through Ecampus and so they have to pay extra tuition in order to take a required course. I have not verified to determine if this is actually true, but, if so, the DEC may want to explore a policy about this.
 - Graduate students on assistantship (who therefore need to be enrolled in 12 credits each term) cannot use Ecampus credits to count toward the 12 credits. This has been explained to me as a budget issue. DEC may want to explore alternative strategies or options for graduate assistants
5. Overload compensation policy - this new policy prohibits Ecampus faculty from getting paid based on the number of students/SCH generation because some faculty were abusing the system. I do not know how much faculty input there was to this policy. Maybe it did come to DEC prior to implementation, but if not, it should have been one that had come to the DEC for discussion prior to implementation.
6. Faculty Development for distance education - recommendation to inform Ecampus as to the most

effective faculty development opportunities

7. Tuition levels of Ecampus compared to competitors - a recommendation from DEC to Ecampus
8. Intellectual property policy surrounding distance education
9. Course/program quality and assessment of distance courses and programs - what oversight is needed beyond the Curriculum Council review of new courses? What oversight is needed in terms of assessment strategies. Gita Ramaswamy, Director of Assessment, would be a good person to consult with regarding this issue.

We included on our agenda the recurring item of revision of standing rules and an additional item of considering changing the name of the committee. During spring term, the DEC was also asked by the FSEC for a report updating how OSU and Ecampus were progressing with meeting the requirements of the newly passed "State Authorization Rule". Below is a summary of our progress on these items. **Recommendations and action items are bold, italicized and highlighted in yellow.**

2010 - 2011 Activities and Accomplishments The DEC met four times this year. I believe my committee members were prepared to meet more frequently; however, my schedule this year limited our productivity. At the first meeting, we spent some time debating and prioritizing the issues listed above to shape our agenda for the remainder of the academic year. The committee felt that items 1, 2, 6, 7, 8 were low priority or being dealt with by other committees. For example, several issues were being deliberated on by the Ecampus task force, created by the President of the Faculty Senate and the Provost. Three members of the DEC (B. Dugger, R. Nielsen, L. Templeton) served on the task force and we agree with the action items and guidelines produced in the Ecampus Task Force Report. We recommend the FSEC review that report.

1. Agenda item: Should the name of the Distance Education Committee be changed?
There was general agreement that the phrase "Distance Education" is outdated and fails to capture the evolving nature of online education at OSU. For example, 25-30% of our student credit hours at Ecampus are generated by on-campus students. Thus, the committee agreed that changing the name of the committee would be useful. **After consideration of several alternatives, the committee recommended its name be changed to the Online Education Committee.**
2. Revise the Standing Rules of the Committee
In our 2009-2010 report we summarized our deliberations on the current list of standing rules. It was our committee's recommendation that rules 1-4 be deleted and that rules 5 and 6 be modified. In retrospect, given the nature of the DEC Chair's conversation with the FSEC during the summer of 2010, one standing rule seems sufficient. We spent relatively little time deliberating this issue, but have the following recommended standing rule:

The OEC considers and provides recommendations to the Faculty Senate on a wide range of philosophical and technical issues considered important to faculty and students related to the role of online education in meeting the academic mission of Oregon State University.

The rapidly changing role of Ecampus and other online learning opportunities at OSU would seem to require that the standing rules be flexible, so we see little value in being more prescriptive.

3. State Authorization for Ecampus Programs
As part of the US Higher Education Act, there is a new requirement called the Program Integrity Rule (PIR). It appears targeted at irregularities associated with how "for profit" colleges are taking advantage of the student federal aid system to make profit, to the detriment of students. As is often the case, it appears to have a variety of unintended consequences for public universities like OSU. Alfonso Bradoch and Lisa Templeton of Ecampus provided an update on what's being done to bring OSU Ecampus in compliance with this new rule.

The rule states:

"If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. We are further providing that an institution must be able to document upon request by the Department that it has the applicable State approval."

Twenty states currently have a similar requirement, but it is typically only applicable to universities that have a "physical presence" in the state. As you can imagine, the definition of physical presence varies and can be as limited as having exam proctors or internships. This new federal regulation has forced

most other states that lack a current policy on regulating DE programs in general to consider adopting one.

Ecampus is taking the lead in assuring that OSU complies with the new rule. Unfortunately, complying appears rather onerous. Each program offered by OSU (not just the university as a whole) must be approved in each state each year. Ecampus has contacted each state to determine what it will take to come into compliance. The cost associated with meeting state regulations varies by state. OSU Ecampus is paying the costs associated with distance education approval and they estimate it will take \$150,000 to \$300,000 to get approval from all 50 states. Additionally, there will be recurring costs to maintain standing in each state each year. Because of the general problems that universities around the country are having meeting these requirements, the federal government extended the deadline from July 2011 to July 2014. Oregon's congressional delegation and the OUS Chancellor's office are aware of the problem with the PIR, and there is some hope that a political solution might be brokered.

We are fortunate that the considerable revenue generated by Ecampus has provided the funding needed to address the new regulation. Ecampus thinks that, if nothing changes, the cost of complying with this rule may stifle development of new online programs at other universities that lack such funding.

Lastly, the new rule also has implications for on-campus programs that offer internships that are based in other states. There is a separate effort, headed by Becky Warner, to address this issue.

If you are interested in reading additional materials on this new rule, the following web sites are useful:

<http://wcet.wiche.edu/advance/state-approval>

4. Undergraduate and Graduate Access to Ecampus Courses

We spent the remainder of our time this year dealing with this agenda item. As online education gains a more prominent role in meeting OSU's educational mission, a couple issues associated with equity and fairness to students have come up that need to be addressed.

1. Should undergraduates who are based on-campus be required to take Ecampus courses as part of the requirements for earning their degree?

This is an issue because the costs of Ecampus and on-campus courses can vary. This question was also being considered by the Ecampus Task Force. For the sake of efficiency, the ETF took the lead in crafting a policy recommendation (recall that several DEC members serve on the Task Force). The Ecampus Task Force outlined a guiding principle related to the delivery of instruction for oncampus students. It reads:

"In considering the issues for on-campus students taking Ecampus courses or hybrid courses, we started with confirmation of a guiding principle for delivery of instruction for on-campus courses: Regardless of the mechanism of delivery of instruction, students paying Corvallis on-campus tuition and fees should have the ability to fulfill degree requirements without being expected to enroll in an Ecampus course. While there may be pedagogical reasons for delivering instruction to on-campus students via hybrid or on-line approaches, the costs of these experiences should be included in the on-campus tuition and fees. Corvallis campus students should have access to all needed courses at the Corvallis campus pricing structure. Students, of course, may choose to complete degree requirements by taking Ecampus courses and opt to pay extra for an Ecampus course."

This recommendation specifically excludes required field programs, most of which carry additional fees related to transportation, food and housing, and for which there is a longstanding pedagogical rationale.

The DEC agrees with this guiding principle and we recommend the Faculty Senate adopt a resolution supporting this philosophy.

2. Graduate students on a GTA or GRA cannot use Ecampus credits to count toward the 12 credits they must enroll in to maintain their academic standing.

Faculty from multiple colleges on campus have complained about this issue and requested that it "be fixed". Complaints have risen over the past few years as the availability of graduate courses offered

through Ecampus has increased. This issue was an agenda item for not only the DEC in 2010-2011 but in varied forms for the University Budget Committee and the Ecampus Task Force. Because of other priorities, the UBC did not address this issue this year. The Ecampus Task Force considered the issue in a broad sense when they considered issues associated with access, equity and fairness for students, but they deferred to the DEC to consider this issue in detail.

It is not clear when this policy was instituted. Regardless, based on conversations with the Graduate School and University Budget Office, it does appear to have originated with the Provosts Office (it was not a Graduate School policy decision), and it was budget driven. The policy was implemented because of the fundamental difference between on-campus and Ecampus regarding how tuition dollars are dispersed. Currently, all graduate tuition is paid into the university general fund, while tuition paid to Ecampus is largely returned directly to the academic units teaching the course.

The nature of the problem varies with the specific circumstance. Here are three examples.

1. Graduate students given tuition remissions as part of a GTA or GRA can not apply Ecampus courses towards meeting their 12 credit requirement.
2. Students willing to pay the Ecampus tuition cannot use Ecampus credits towards the graduate assistantship 12 credit hour (full time) requirement. This requires them to sign up for additional on campus credits in order to be considered "full time". This has resulted in students carrying 15-21 credits a term, at considerable cost in time, effort and money.

This problem has also revealed that:

3. A PI is not allowed to use tuition money in a grant to pay Ecampus tuition.

While there may be fiscal reasons for this policy, academically it makes no sense and the DEC recommends that the FSEC engage the Provost's Office in discussions to change this policy.

During discussions about how to resolve this problem with various entities on campus, the general statement that "...changing the policy will result in a loss of revenue to OSU's general fund..." invariably was uttered. While this seems true, the magnitude of this impact is unknown and the statement alone is not sufficient to preclude searching for solutions or changing the policy.

During our deliberations, we felt solutions could differ depending on the specific scenario. Additionally, lacking specific information about the magnitude of the financial impact changing this policy would have on OSU, some data seem needed to help guide a long-term solution.

We recommend a two step process for moving towards a resolution:

- 1. The policy statement should be revised immediately to allow graduate students to pay Ecampus tuition and have those credit hours count towards the 12 credit hours required to maintain their academic standing. Second, PIs should be allowed to pay Ecampus tuition from a grant.***

If a student is paying their tuition, they should have the right to select from the full range of course options at OSU. While keeping Ecampus separate from on-campus might have made sense when Ecampus was a very small enterprise with a very limited course catalog, that is no longer the case, and we feel this artificial barrier between Ecampus and on-campus needs to be reconsidered. Similarly, a PI that raises tuition dollars through grants should be able to support their graduate student in a way the PI and student feels best supports the student's academic development. ***Additionally, PIs should not be required to specifically identify "Ecampus tuition" as a line item in their grants.*** The need for students to take an Ecampus course will often not be planned in advance; rather, it will arise because of unforeseen consequences.

Changing the policy as recommended above will resolve part of the problem and provide an opportunity to collect data related to other parts of the problem. It was clear from conversations that resistance to adopting wholesale changes to the current policy in part stems from uncertainty about the market for Ecampus courses by on-campus graduate students. Once some data have been gathered from step one, they can be used along with financial models to perform a more detailed analysis of the fiscal consequences associated with allowing graduate students broader access to Ecampus. The underlying

principle behind this recommendation is that both cases represent "new monies" for OSU. It remains an administrative decision as to how they are to be distributed equitably. Towards that end,

2. We recommend that Faculty Senate request that OSU undertake a formal review of the fiscal consequences associated with allowing on-campus graduate students who receive tuition remissions to count Ecampus courses towards maintaining their academic standing.

Such a review would provide real fiscal data that could be used to discuss this issue more objectively with the faculty. We understand the issue of tuition remissions is more complicated because of the firewall between the OSU General Fund and Ecampus accounting. However, that logistical reality is inconsistent with an academic philosophy that values fairness and access to courses for all students at OSU. We recognize that nothing currently prevents all students from taking Ecampus courses, but the financial reality of requiring they pay more, in effect, serves that purpose. Finally,

We recommend that the FSEC resist any effort by the administration to require academic departments to pay Ecampus tuition for graduate students.

This "solution" has been discussed within the University Budget Committee, but we do not believe this is a feasible solution. The individual units already carry a large part of the burden of delivery of the courses. Such a mandate would stifle efforts to develop and deliver quality Ecampus programs and likely constrain access to Ecampus courses by graduate students.

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Distance Education Committee

2008-2009 Annual Report

Membership -- 2008-2009

Lori Cramer '10,	Chair Sociology
Brett Jeter '09	CAS Student Advancement
Kay Stephens '09	College of Education
Laurel Kristick '10	Library
John Meyers '11	Media Services
Bruce Dugger '11	Fisheries & Wildlife

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (Dianna Fisher)
Graduate Council (TBA)
Library (Maureen Kelly)
Extended Campus (Dave King)

Student Members -

- TBA (Graduate)
- TBA

Executive Committee Liaison - Stan Gregory

Activities during 2008-2009

Scope

The committee met twice during the academic year. We started the year by revisiting the scope, standing rules, and reviewing policies. There did not appear to be any recommendations from the previous year that needed the committee's attention. We agreed to the statement proposed by the 06-07 committee:

Distance education, for the purposes of this committee, is the learning that occurs when instructor and student are separated by space or time and communicate primarily via the application of technologies. Excluded from this definition is asynchronous course delivery for the on-campus environment.

And to abide by the internal committee policies: <http://oregonstate.edu/senate/committees/dec/policies1.pdf>

Primary Topics Discussed

Key issues discussed centered on budget models, curriculum oversight, and graduate student needs. E-campus has significantly improved its communication with faculty/instructors through its work with blackboard workshops, user surveys, and departmental review procedures. Budgets will continue to be a concern and new models of distribution are discussed. Equity to the instructors and quality of the courses need to be priorities. This is best done through open communication.

Curriculum oversight remains an issue for the curriculum committee. E-campus advises on structure, not content. E-campus is developing ways to work more closely with departments to develop consistent oversight

at the departmental level. The key issues regarding graduate students are graduate program needs (e.g., scholarship eligibility for off-campus students, remote oral exams, thesis or residency requirements, etc.). The committee discussed how the existing structure of graduate tuition remission for on-campus GTAs/GRAs prevents students from taking online courses (graduate school policy). Online graduate courses can not be part of degree program for on-campus students. Online students are not eligible for most scholarships. The residency and exam issue was being addressed by the graduate school and under review with the graduate council. More information is needed from the graduate school, graduate council to continue this discussion.

Recommendations

Cross-committee communications. There appears to be overlapping discussion occurring between budget committees, curriculum committees, graduate committees and the distance education committee. Better liaison communication needs to take place with consistent participation by all liaisons.

Continued oversight. In general, the committee did not take on many tasks this year. In part, this was due to inconsistent participation of members, lack of clear trouble spots, but also due to the effectiveness of previous committees. Many of the early pedagogical and logistical issues facing E-campus were due to its relative newness; however, many of the early issues are now being addressed by various committees: curriculum council, budget, and graduate school. However, given the current realignment and budget discussions, this committee needs to remain active and engaged with issues potentially affecting the quality of E-campus course delivery.

Submitted by: Lori A. Cramer
July, 2009

Faculty Senate

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Distance Education Committee

2006-2007 Annual Report

Membership

Mark Wilson '07, Chair	Botany & Plant Pathology
Mark Dinsmore (v. Stewart) '07	Technology Across the Curriculum
Paul Primak '08	International Programs
Penny Diebel '08	Eastern Oregon University
Brett Jeter '09	CAS Student Advancement
Kay Stephens '09	College of Education
Ghadeer Filimban	Graduate students

Ex-Officios

Tom Shellhammer	Budgets & Fiscal Planning Committee
John Lee	Curriculum Council
Maureen Kelly	Library
Bill McCaughan, Mark Merickel	Extended Campus Dean
Sarah Williams	Support
Maira Dempsey	Executive Committee Liaison

Activities during 2006-2007

Scope

The committee met five times during the academic year. We started the year by revisiting the definition of “distance education” and, therefore, the scope of the Committee. We reaffirmed that “distance education” at OSU should be defined more broadly than as “courses offered by Extended Campus.” After much discussion, the Committee approved this internal policy statement:

Distance education, for the purposes of this committee, is the learning that occurs when instructor and student are separated by space or time and communicate primarily via the application of technologies. Excluded from this definition is asynchronous course delivery for the on-campus environment.

Discussions later in the year with members of the Curriculum Council and with others point out that the Distance Education Committee is being asked for advice about asynchronous course delivery for the on-campus environment. This topic has become important and sometimes heated on campus. The Committee should reassess whether it should broaden its scope to include asynchronous course delivery for the on-campus environment.

Other Internal Policies

During the year, the Committee continued to discuss the internal policy statements that had accumulated informally from the past. After suitable revisions and deletions, a [full set of internal](#) policies was approved.

Policy on Promotion and Tenure

The Committee ended the previous year by asking for comments on its proposed policy on promotion and tenure from the FS Promotion and Tenure Committee and the FS Faculty Status Committee. These comments were received over the summer and incorporated during our fall meetings.

The [final policy statement](#) was accepted in April by the FS Executive Committee, Academic Affairs, and the FS Promotion and Tenure Committee. The policy statement will be appended to the University Promotion and Tenure guidelines as a link for the clarification of distance education issues.

Policy on Course Assessment and Review

Penny Diebel presented her revised policy statement on distance education course assessment and review. Changes were discussed and accepted. Supporting materials were reviewed and revised by members Filimban and Stephens. Dinsmore created a Web site to host the supporting materials that maintain the look and feel of the Faculty Senate Web site, is linked from the FS Distance Education Committee page, and is controlled both by individuals on the Committee and by Vickie Nunnemaker.

The final policy statement and its supporting materials are available on the Committee's new supporting Web site (<http://oregonstate.edu/groups/dec/>).

The Committee identified several parties on campus with interest in course assessment and review, such as Academic Affairs, the FS Advancement of Teaching committee, the FS Computing Resources committee, the FS Curriculum Council, and the FS Promotion and Tenure committee. The next step is to solicit comments from these parties.

Intellectual Rights

In April, the Faculty Senate Executive Committee asked the Distance Education Committee to examine the topic of intellectual property rights and distance education instruction. The Committee had discussed this topic earlier in the year. Because the Oregon Administrative Rules already cover the broader issues, the Committee had decided then that its pending policy was moot. In light of our earlier decision, the EC put our involvement in the issue on hold until they resolved some questions.

Exchange of Distance Education Courses

Paul Primak introduced the idea of starting a program for the exchange of distance education courses with institutions abroad. OSU has been approached by other institutes already. The Committee agreed to support exchange programs. The Committee also agreed to be ready to think about policy implications, for example in curriculum and finance.

Student Evaluation of Teaching

Paula Minear of Ecampus addressed the Committee about their concerns with new policies for student evaluation of teaching. They worry that the Committee, in its policy on course assessment and review, is requiring a rate of return that equals the rate in face-to-face courses. The Committee stated that its policy statement was intended not as a hammer but as a lever: by stimulating changes to campus policy and by increasing resource availability rates of return for Ecampus courses should increase.

Syllabus Template

After hearing a presentation from Ecampus, the Committee approved the following statement: "The FS Distance Education Committee endorses the 'Syllabus Guidelines' developed by Extended Campus (June 2007). The Sample Course Syllabus is an effective tool to help instructors provide information essential for students. The guidelines also include the elements required of every OSU syllabus, as set by the Curricular Procedures and Policies within the Academic Programs Web site. The Detailed Course Syllabus Template is a useful collection of syllabus elements tailored for distance education courses."

Reorganization of Extended Campus and the Extension Service

The Committee discussed the reorganization of Extended Campus and the Extension Service into a single Division and how this reorganization might influence the Committee. The Committee reached no conclusion.

Liaison

The Distance Education Committee has no known liaison responsibilities with other Faculty Senate committees. Mark Wilson attended parts of two Curriculum Council meetings at the invitation of its chairman, John Lee.

A topic for future discussion is whether the Distance Education Committee should provide ex-officio participation in other Faculty Senate committees.

Recommendations from the 2005-2006 Annual Report

Last year's annual report identified two next steps for continuing projects. The recommendation for the promotion and tenure project was "to incorporate the comments of these committees into a revised policy statement and present it to the Faculty Senate Executive Committee." The activity was completed in 2006-2007. The recommendation for the course assessment and review project was "to gather comments on its draft policy from shareholders across campus" and "to present a final policy statement to the Faculty Senate Executive Committee during the 06-07 year." These activities were not completed in 2006-2007.

Summary of Major Accomplishments During 2006-2007

- Completed revision and approval of [internal policies](#)
- Gained campus acceptance of its [policy](#) on promotion and tenure
- Finished final wording of its policy on course assessment and review; developed supporting materials (see <http://oregonstate.edu/groups/dec/>)
- Endorsed the Ecampus Syllabus Template

Recommendations for 2007-2008

Although the Committee accomplished much this year, several tasks remain unfinished.

- *Scope and liaison.* The Committee should reassess whether it should broaden its scope to include asynchronous course delivery for the on-campus environment. The Committee should discuss with the FS Executive Committee the benefits of serving as liaison members on other FS committees.
- *Promotion and tenure policy.* The Committee started discussions about ways to help faculty document their accomplishments in distance education. Examples mentioned include electronic portfolios. Because these issues are largely specific to distance education, it is appropriate for the Committee to continue to find ways to encourage the development of these new tools.
- *Promotion and tenure procedures.* At one time the Committee and the Dean of Extended Campus had an informal agreement to develop an external peer-review process for evaluating online textbooks used in distance education courses. This initiative should be renewed.
- *Course assessment and review.* The next step in this project is to solicit comments from parties with interest in course assessment and review. At that point, the Committee can present the resulting final policy statement and supporting materials to the Faculty Senate Executive Committee.
- *Committee functioning.* In 2005-2006, the productivity of the Committee was hindered by the transfer from OSU of some members, the inconsistent participation by others, and the technological difficulties of having three participants off campus. The first two problems were resolved in 2006-2007: Committee members participated regularly, and ex-officio and external members enriched committee discussions. The third hurdle, technological problems, continued to hamper the Committee. For example, one meeting planned for 90 minutes accomplished perhaps 15 minutes of work because neither video conferencing nor speaker phone worked. A task for the next year is to identify meeting facilities that possess adequate technological support.

Submitted by Mark Wilson
July 2007

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Distance Education Committee

2005-2006 Annual Report

Membership

Mark Wilson '06, Chair	Botany & Plant Pathology
Debbie Coehlo '06	Cascades Campus
Ron Stewart '07	Information Services/Media Services
Melora Halaj '07	SMILE
Paul Primack	International Programs
Penny Diebel	Eastern Oregon University

Ex-officio Members

Vacant	Budgets & Fiscal Planning Committee
Moira Dempsey	Graduate Council, Executive Committee Liaison
Vacant	Curriculum Council
Maureen Kelly	Library
Bill McCaughan	Extended Campus Dean

The Distance Education committee recognizes the contributions to the mission of the committee by Sarah Williams.

Distance Education Committee Standing Rules

The Distance Education Committee reviews and recommends policies on matters pertaining to distance education that promote the educational mission of the University. It provides policy recommendations regarding faculty relations as they pertain to the creation, implementation, delivery, rewards, and intellectual property rights related to distance education courses and programs. It advises in the long-term planning and financing of distance education courses and programs, including student marketing, recruitment and retention issues in order to ensure a sustainable student base. It advises on distance education curriculum priorities, development, standards and evaluation, and reviews certificate programs to insure high quality offerings. The Committee monitors standards of academic quality for all distance education courses to ensure the quality and uniformity of degree offerings. The Committee maintains a continuing examination of the impact of distance education on the educational mission of individual programs, departments, colleges and the University. It provides reports and recommendations to the Faculty Senate and operates in an advisory role to the Dean of Extended Campus.

The Committee consists of six Faculty, at least three of whom shall be from units or programs with existing or developing distance education courses, and two Students (preferably with distance education experience), one of whom shall be a graduate student, ideally to provide a broad representation of academic disciplines. In addition, ex-officio, non-voting members shall include one representative from each of the following: Budgets and Fiscal Planning Committee, Curriculum Council, Graduate Council, Valley Library, and the Dean of Extended Campus, or designee.

Activities for 2005-2006

At its first meeting, the Distance Education Committee selected tasks for the year from a list of high-priority projects developed in the previous year. The three tasks selected for 2005-2006 were continuing with "Insure that all distance education offerings are fully accessible," "Addressing promotion and tenure issues," and "Maintaining the educational quality of distance education."

The Committee met four times. A fifth meeting was cancelled due to illness. Progress on the projects was also hindered by the transfer from OSU of some members, the inconsistent participation by others, and the technological difficulties of having three participants off campus.

Insure accessibility

The Information Technology accessibility program was presented to the Provost's Council, which approved the guidelines and distributed them for implementation. This program contained guidelines dealing with distance education on which the DE Committee had input.

The committee had prepared plans to sponsor a competition to develop accessible courses in distance education, to bring a higher profile of course accessibility to campus. Because of personnel shifts within the IT Accessibility program and within the DE Committee, funding and energy for this competition dried up.

Addressing promotion and tenure issues

After many discussions and consultations, the DE Committee developed and approved a [draft policy statement on P&T issues](#) as they relate to distance education. The Committee presented the policy statement to the Faculty Senate Promotion and Tenure and Faculty Status committees.

The next step is to incorporate the comments of these committees into a revised policy statement and present it to the Faculty Senate Executive Committee. The DE Committee will also work with Ecampus and others in OSU administration to put together a multi-institutional peer review committee for online textbooks. For some faculty, a significant scholarly contribution is the preparation of an online textbook for distance courses. Without peer review, however, this scholarly work has low weight in promotion and tenure issues.

Maintaining the educational quality of distance education

Penny Diebel and others on the DE Committee interviewed individuals across campus to determine current approaches to the review and assessment of distance education courses. Penny also compiled several existing standards of educational quality. Several thorny issues arose in the interviews that both complicate review and assessment and suggest that a University-wide policy is needed.

Penny, with help from the rest of the Committee, prepared a [draft policy statement on distance education course assessment and review](#). This statement addresses the frequency of peer teaching review, who has responsibility for review, the components of the review, and the role of student evaluations. She also compiled exemplar guidelines for peer review of distance courses, which we plan to make available during the policy approval process.

The next step is for the DE Committee to gather comments on its draft policy from shareholders across campus. The goal is to present a final policy statement to the Faculty Senate Executive Committee during the 06-07 year.

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Distance Education Committee

2004-2005 Annual Report

Membership

Mark Wilson '06, Chair	Botany & Plant Pathology
Jeff Hale '05	College of Liberal Arts
Deborah Healey '05	English Language Institute
Debbie Coehlo '06	Cascades Campus
Ron Stewart '07	Information Services/Media Services
Melora Halaj '07	SMILE

Ex-Officios

Kim Calvery	Budgets & Fiscal Planning Committee
Lynda Ciuffetti	Graduate Council, Exec. Committee Liaison
Joan Gross	Curriculum Council
Maureen Kelly	Library
Bill McCaughan	Extended Campus Dean
Sarah Williams	Extended Campus

Distance Education Committee Standing Rules

The Distance Education Committee reviews and recommends policies on matters pertaining to distance education that promote the educational mission of the University. It provides policy recommendations regarding faculty relations as they pertain to the creation, implementation, delivery, rewards, and intellectual property rights related to distance education courses and programs. It advises in the long-term planning and financing of distance education courses and programs, including student marketing, recruitment and retention issues in order to ensure a sustainable student base. It advises on distance education curriculum priorities, development, standards and evaluation, and reviews certificate programs to insure high quality offerings. The Committee monitors standards of academic quality for all distance education courses to ensure the quality and uniformity of degree offerings. The Committee maintains a continuing examination of the impact of distance education on the educational mission of individual programs, departments, colleges and the University. It provides reports and recommendations to the Faculty Senate and operates in an advisory role to the Dean of Extended Campus.

The Committee consists of six Faculty, at least three of whom shall be from units or programs with existing or developing distance education courses, and two Students (preferably with distance education experience), one of whom shall be a graduate student, ideally to provide a broad representation of academic disciplines. In addition, ex-officio, non-voting members shall include one representative from each of the following: Budgets and Fiscal Planning Committee, Curriculum Council, Graduate Council, Valley Library, and the Dean of Extended Campus, or designee.

Activities for 2004-2005

The Distance Education Committee met six times during 2004-2005. The first order of business was to set the scope for Committee activities based on the Committee's standing rules, mission, and goals. Mission and goals were developed were developed for this purpose.

The Committee agreed that its mission was to recommend policy rather than to develop or implement. The Committee agreed on the following *draft mission statement*:

Through broad representation from the University community, the OSU Faculty Senate Distance Education Committee supports high quality distance learning opportunities to Oregonians and others nationwide by providing guidance and recommendations on policy, practices, and standards.

The Committee identified five goals that it supported through guidance and recommendations on policy, practices, and standards:

- The standards and practices of distance education at the University create compelling learning experiences.
- Students and faculty involved with distance education are fully integrated into the programs and mission of the University.
- Faculty contributions to distance education are fairly acknowledged in promotion and tenure decisions.
- Delivery of distance education is efficient.
- The University anticipates emerging trends that affect its distance education.

Based on the draft mission statement and goals, the Committee identified six activities to undertake in 2004-2005.

1. *Encourage a survey of faculty involved with distance education*
The purpose of this survey is to assess the current needs and satisfaction of faculty with support, rewards, and other issues. The Committee met with Paula Minear on February 25, 2005 to discuss the existing Ecampus surveys. The past and planned surveys cover some information the Committee wished to obtain. The more detailed information of interest to the Committee, such as comparison of teaching methods, financial support, development, salary, isolation, satisfaction, P&T, and effectiveness in teaching, would require a separate survey, targeted less at customer satisfaction.
2. *Develop the capacity to provide valid and reliable statistical information on the operations of OSU's distance efforts*
The purpose of this activity is to provide a basic understanding of the who, what and when of distance education in the University and to provide a framework or establish a policy that sets forth benchmarks to measure success. These efforts support the goal of creating compelling learning experiences. The Committee discussed using the data from higher-education institutions presented in an NEA study, "Quality on the Line," for benchmarks of success against which OSU can be compared. The Committee decided to postpone further action until the Center for Teaching and Learning was fully operational.
3. *Insure that all distance education offerings are fully accessible to persons with disabilities*
Committee discussed several underlying issues
 - How our policy will fit with the campus-wide effort. The Committee sought to coordinate its efforts with the University-wide group developing guidelines for accessibility. Rather than wait, however, the Committee proceeded.
 - Impact of funding, new courses only or retrofit. Costs to make a website fully accessible are 10% or higher of other development costs; retrofitting is much more expensive. The Committee agreed on the solution to design new courses well and only retrofit on demand.
 - Focus on outcomes (ensure accessibility) versus on procedures. The primary role of the Committee is setting policy in support of its mission and goals. Therefore, we should not be heavily involved in procedures.
 - Policy language. The Committee wanted a policy on accessibility to clarify its role, while realizing the legal and administrative implications of a formal declaration. The Committee agreed on the following internal, draft policy: "Oregon State University distance education will develop or adopt guidelines to ensure equal and equivalent participation by persons with disabilities in programs, services, and operations. OSU seeks to be at the forefront in the creation of a complete and compelling learning experience for all students. Therefore, an educational and programmatic goal for OSU distance education will be full and equitable use by persons with disabilities, exceeding simple compliance with minimally accepted accessibility standards."The Technology Access Program was considering an "accessibility contest," in which colleges and departments submit distance education courses to be judged by outside experts on implementation of full access to the course. The Committee strongly supported this effort as a way to demonstrate our policy and to provide data on implementation. Committee members promised to contact the Provost Office and the IT Access Committee to ask their financial and other support of the contest, and to inform the Curriculum Committee.

4. *Address promotion and tenure issues*

This important topic was tabled until 2005-2006.

5. *Establish a "policy on policies"*

Because the Committee is a policy making body, we should record and track those policies. Policies that have implications beyond the internal operation of the Committee should be forwarded to the Executive Committee for possible consideration and vote by the Faculty Senate.

The Committee reviewed policy statements from past minutes and annual reports. The Appendix lists the policies approved to date by the current Committee.

6. *Serve as the faculty advisory board for the Dean of Extended Education*

The Committee advised the Dean of Extended Education both directly, in response to specific requests, and indirectly through meeting discussions. The Dean was present at all Committee meetings.

Other activities

Each meeting included the exchange of information about distance education or about University happenings pertinent to distance education.

In response to an inquiry by the Computing Resources Committee, the DE Committee agreed to be involved with a planned review of Blackboard.

Priorities for 2005-2006

The Committee reviewed the list of must-do activities developed by the committee at the beginning of the 04-05 year. The Committee agreed to continue the following activities:

- Serve as Faculty Advisory board for the Dean of OSU Extended Campus
- Review and compile Committee policies
- Insure that all distance education offerings are fully accessible to persons with disabilities

The Committee agreed on three high-priority tasks for next year:

- Make recommendations to, or collaborate with, the Center for Teaching and Learning about services and materials for faculty relating to distance education, such as training on distance education, tip sheet of best practices, basic standards, and other resources.
- Address promotion and tenure issues.
- Conduct a survey of faculty, once its objectives have been clarified.

Appendix. List of approved policies

The Committee reviews and recommends policies on all forms of distance education within the University and values both competition and cooperation. (Proposed in the 03-04 annual report; approved 24 Jan 05)

The Committee recognizes the Cascades Campus as an independent entity and does not see their on-campus educational services as "distance education." (Proposed in the 03-04 annual report; approved 24 Jan 05)

The Committee monitors the curricular process to assure that it is correct and efficient. The Committee will not be directly involved in the curricular process itself. (Proposed in the 03-04 annual report; approved 24 Jan 05)

Oregon State University distance education will develop or adopt guidelines to ensure equal and equivalent participation by persons with disabilities in programs, services, and operations. OSU seeks to be at the forefront in the creation of a complete and compelling learning experience for all students. Therefore, an educational and programmatic goal for OSU distance education will be full and equitable use by persons with disabilities, exceeding simple compliance with minimally accepted accessibility standards. (draft proposed and approved 20 May 05)

Faculty Senate

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Distance Education Committee

2003-2004 Annual Report

Membership

Jeffrey Hale 05, Chair	College of Liberal Arts
Allan Brazier 04	School of Education
Eric Hansen 04	University Housing and Dining Services
Deborah Healey 05	English Language Institute
Debbie Coehlo 06	Cascades Campus
Mark Wilson 06 (Chair-elect)	Botany & Plant Pathology

Ex-Officios

Kim Calvery	Budgets & Fiscal Planning Committee
Joan Gross	Curriculum Council
Lynda Ciuffetti	Graduate Council
Maureen Kelly	Library
Bill McCaughan	Extended Campus Dean
Dan Edge	Executive Committee Liaison

Notes and Meeting Preparation: Sarah Williams, Extended Campus

Distance Education Committee Standing Rules

The Distance Education Committee reviews and recommends policies on matters pertaining to distance education that promote the educational mission of the University. It provides policy recommendations regarding faculty relations as they pertain to the creation, implementation, delivery, rewards, and intellectual property rights related to distance education courses and programs. It advises in the long-term planning and financing of distance education courses and programs, including student marketing, recruitment and retention issues in order to ensure a sustainable student base. It advises on distance education curriculum priorities, development, standards and evaluation, and reviews certificate programs to insure high quality offerings. The Committee monitors standards of academic quality for all distance education courses to ensure the quality and uniformity of degree offerings. The Committee maintains a continuing examination of the impact of distance education on the educational mission of individual programs, departments, colleges, and the University. It provides reports and recommendations to the Faculty Senate and operates in an advisory role to Dean of the OSU Extended Campus.

Implementation of Recommendations from 2002-2003

- Established liaisons with other Faculty Senate committees beyond those represented by ex-officio membership including Faculty Recognition and Awards Committee, Computing Resources Committee, and Promotion and Tenure Committee.
- The Committee was cognizant of the need for distance courses by the Cascades Campus. Committee membership includes members from the Cascades Campus.
- Reviewed expectations for faculty and suggested that E-Campus staff identify exemplary models for courses best suited for distance delivery.
- Failed to inventory distance education activities outside of the scope of E-Campus. The Committee Chair met with the Lyla Houghlum, Dean of Extension Services to identify other forms of "distance education." Dean Houghlum thought Distance Education is a function of teaching, but when it becomes outreach, it becomes service. There are other distance education activities conducted by many

departments and programs and the scope of this activity is unknown. There was an attempt to inventory distance education information for the Accreditation Committee; there is no assembly point for this data.

- Supported the application of E-Campus expertise to the development of asynchronous course delivery for BAC Core courses. However, the Committee finds the actual delivery of these courses to be outside of its purview.
- Assessed what faculty needs to be successful distance educators in an informal way by coordinating with the Computing Resources Committee. The CRC has drafted a memo requesting a formal assessment of faculty technology and computing needs for both distance and on-campus programs starting with an evaluation of Blackboard.
- Continued to address questions and issues such as: on-campus students taking distance courses, quality control, equivalency relationships with partner institutions (e.g. community colleges), recognition of distance education activities in P&T, keeping E-Campus competitive, the changing needs of the Cascades Campus, etc.
- Assessed our cooperation and competition with community colleges and other OUS campuses with special attention to the provision of lower division classes and recognized this was not an issue in the current environment.
- Reviewed how OSU can best serve high school students with distance classes as a pre-collegiate education and recruitment program (e.g. Jumpstart, SMILE). A new K-12 online program was developed through the School of Education.
- Worked to reduce fragmentation in the tools used for course development. Course designers, working with faculty have found a palette of programs and processes that work and are best suited to the particular educational goals of each faculty member.
- Looked at a variety of ways to get the word out by using exemplars internally and externally. This resulted in "on-line learning effectiveness:" <http://ecampus.oregonstate.edu/about/welcome/online-learning.htm>
- The Chair reviewed plans for the Virtual Tribal College as part of the OSU capital campaign planning process. E-Campus provided a PowerPoint presentation and a draft resolution of support for the tribal representatives to use and has prepared a mockup of a website for the college. Individual members of the government-to-government education leaders group are making presentations to their tribal councils, who will then appoint members of a task force that will start putting the formal proposal together to go to Congress.
- Was as aware of, but failed to specifically review, plans for the K-12 programs. The K-12 Online program is geared to high school students, and E-Campus has developed over 30 partnerships with school districts
- Failed to monitor partnerships with 509J and with Intel, if such relationships still exist.

Activities and Recommendations for 2003-2004

The Committee clarified that it was the "Distance Education" committee, not the "E-Campus" committee.

Policy: E-Campus is one, but not the only model for distance education. The committee values both competition and cooperation and actively encourages others who are using distance education to let us know, both for best practices and worst practices, to determine what works for OSU. The DEC should not "sit in judgment" but should facilitate distance education on campus. The committee is looking at distance education on behalf of the faculty, noting that distance education is changing and asked: What is OSU going to do about it? The committee began with pessimistic concerns but has turned to optimistic approaches to helping OSU truly fulfill its modern-day land grant mission.

Organization and Communication

ERAM and Tuition Distributions: E-Campus revenue distribution formula contains the RAM, which is based on the previous year's productivity. Funds flow to departments as discretionary funds. E-Campus encourages a reinvestment into distance education course development. Tuition income is distributed quarterly.

President Ed Ray: **Recommendation: The Committee recommends that Bill McCaughan put together a meeting, including other staff, to give the President a briefing on the status of E-Campus, distance education, and plans for the future.**

Memorandums of Understanding (MOU's): E-Campus has signed MOU's with every college except Vet Med and Pharmacy. The MOU's 1) establish the current programs in the inventory and support them; 2) identify areas based on market research that could be degrees or certificates that E-Campus would like to work on; and 3) make modifications in the distribution of revenue to the departments as requested. E-Campus recommendation is that revenue (80% of tuition) be distributed back to the department. E-Campus distributes tuition earnings to departments at the end of each quarter.

Marketing: E-Campus Marketing is currently receiving nearly one million hits a month on its website. The website is being redesigned to provide better information on student services and academic programs.

Student Services: New student services include features like "Live Chat," and custom advising pages on the website for the Program Leaders/Advisors. E-Campus is moving forward with the use of Banner Recruit to track prospective students and with Banner for NonCredit for K-12 Online and professional training programs. The Student Assessment of Teaching is online for distance courses.

Strategic Resource Development Plan: To prepare E-Campus for the Capital Campaign, part of the President's Strategic Plan, the Committee chair and a consultant worked with Bill McCaughan to create a development plan for E-Campus projects. For each idea, they created a strategic assessment of funding possibilities, the market, and ways to work with the Foundation to identify specific funding prospects for each initiative. The plan includes development projects and donor recommendations for the next ten years. **Recommendation:** *The final copy will be distributed to the committee.*

Liaison with other Faculty Senate committees: Members were given Faculty Senate committee liaison assignments. **Policy:** *Members will meet at least once per year with members of their assigned liaison committee.*

Cooperating with other OUS campuses: the Deans of Distance Education could identify areas where a significant market exists but no single institution has the capacity to deliver a needed program. OUS funding of collaborations could initially bring people to the table.

Advice to E-Campus

Student tracking for attendance - Curriculum Council referral The Curriculum Council requested a standardized way to determine distance student attendance. All Blackboard users have course statistics and can determine what students have looked at in the summary of statistics. That answer seemed adequate to the committee. **Recommendation:** The Committee recommends that faculty members teaching via distance use the Blackboard tracking mechanism to monitor student attendance. E-campus should explain the tracking mechanism as part of faculty orientation and annual informational updates.

Quality Programming

Resources for Faculty: Distance educators are using such tools as Blackboard, Real Audio videos, FLASH and others. **Recommendation:** *E-Campus define a list of tools that are appropriate for distance education (both tried and true and experimental). It is further recommended that all courses meet basic standards including introduction by a faculty member, a syllabus, some text materials, community activities, and ability to use the discussion boards.* Down the road, it is recommended that E-Campus conduct a cost-benefit analysis about what is most effective, for example CD ROMs vs. publications. We should think of Banner as one of the most fundamental tools on campus. Non-credit in Banner should be a discussion for the future.

Tip Sheet: For assessment of teaching of distance courses, a "tip sheet" would be helpful for a peer teaching committee, including suggestions of how to gauge the level of interaction of teachers and students. **Recommendation:** *Committee members and staff will discuss development of a "tip sheet," providing guidelines for faculty teaching online.* The tip sheet should be made available through the new Center for Teaching and Learning for circulation on campus.

Distance Education Assessment: **Recommendation:** *School of Education doctoral students design and conduct an ongoing assessment of distance education.* Michael Riley, a doctoral student, is a possible candidate for this research. The Committee further recommends that E-Campus study effective distance education implementation strategies and OSU's alignment with these strategies.

"Best Practices" Research: E-Campus has established a suite of course development resources and information for faculty. **Recommendation:** *Create a list of best/worst practices to help faculty make better decisions about their level and form of participation in distance education. It is further recommended that E-Campus assemble a faculty handbook that addresses the steps involved in offering a new program, both hard copy and online.*

Teaching: Faculty and departments make judgments on pedagogy, content, and delivery of courses. The Committee will help maintain standards and efficiencies. **Policy:** *The Committee will not be directly involved in the curricular process but monitor it to assure it is correct and efficient. It is recommended there be a survey of faculty distance education needs.* This might be an appropriate activity for the Center for Teaching and Learning, which could serve as the nexus for faculty resources.

Faculty seminars to encourage faculty to teach via distance are suggested. These could be constructed around a class/cohort model to provide mutual support. E-Campus could do this in conjunction with the new Center for Teaching and Learning.

Online Student Assistance Center: E-Campus received its first TRF grant for the Virtual Student Assistance Center, with a knowledge base to provide online student services. E-Campus is also working on a new Communications Center, to handle the large amount of email and phone calls that come in.

Cascades Campus: ***Policy: The Committee recognizes the Cascades Campus as an independent entity and does not see their educational services as "distance education."*** Cascades Campus programs for Bend area residents fall outside of the purview of the committee.

Asynchronous course delivery for BAC Core Courses: ***Policy: Asynchronous course delivery is not distance education although it involves distance delivery technology for the on-campus environment.*** Debbie suggested that the Curriculum Council can handle this and there is no need for it to be addressed by this committee.

Promotion and Tenure: The committee explored how the P&T guidelines hinder faculty from pursuing distance education course development and delivery. There are faculty at OSU heavily engaged in distance education who have achieved tenure under the new guidelines. Former Provost Roy Arnold indicated that the new standards recognized the work that went into distance education as creditable for P&T. Better communication should be established between Academic Affairs and the Vice Provost. All new faculty members are told that they will likely teach via distance and yet there is a perceived disconnect between duties and rewards. However, the issue has not been raised at the P&T committee in five years. The Committee will continue to address the following questions:

1. What is the intent of the current policies and are they relevant for a post-Blackboard era when the instructor is responsible for every aspect of course design and production?
2. Should distance course instructors be given extra consideration for prepwork since the "front end" prep time requires a considerable extra time commitment for course development?
3. Since most distance instructors are full-time tenure track professors teaching distance through overload, can overload be part of a job description? Should the P&T dossier and position description parallel one another? How can we keep "overload" from simply being perceived as "moonlighting?"

E-Campus Marketing: The advertising campaign consisted of billboards, transit ads, and print in a variety of publications, newspapers, and magazines. The E-Campus Student Services Center is tracking results of the marketing plan and has seen a 75-80% increase in inquiries this past year, primarily as a result of increased web traffic to the E-Campus website. E-Campus has done a variety of targeted marketing for their programs to a variety of audiences. They have marketed their undergraduate degree completion programs, and online graduate programs, to individuals seeking degrees and courses for professional development. Through a partnership with the OSU Alumni Association, OSU Quickskills Online is being marketed to Alumni Association members with a slight discount, as a member benefit.

Summary Policies and Recommendations

Policies:

- Continue to be proactive about using Faculty Senate committee linkages to disseminate information about, and form policies on, distance education.
- E-Campus is one, but not the only model for distance education. The committee values both competition and cooperation.
- Members will meet at least once per year with members of their assigned liaison committee.
- The Committee will not be directly involved in the curricular process but monitor it to assure it is correct and efficient. It is recommended a survey to identify the needs of faculty teaching distance courses be conducted.
- The Committee recognizes the Cascades Campus as an independent entity and does not see their educational services as "distance education."
- Asynchronous course delivery is not distance education, although it involves distance delivery technology for the on-campus environment.

Recommendations:

- The Committee recommends that Bill McCaughan put together a meeting, including other staff, to give the President a briefing on the status of E-Campus, distance education, and plans for the future.
- Present Strategic Resource Development Plan for E-Campus to the Committee.

The Committee recommends that faculty members teaching via distance use the Blackboard tracking mechanism to be able to monitor student attendance. E-campus should explain the tracking mechanism as part of faculty orientation and annual informational updates.

- E-Campus defines a list of tools that are appropriate for distance education (both tried and true and experimental). It is further recommended that all courses meet basic standards including introduction by faculty member, a syllabus, some text materials, community activities, and ability to use the discussion boards.
- Committee members and staff will discuss development of a "tip sheet," providing guidelines for faculty teaching online.
- School of Education doctoral students design and conduct an ongoing assessment of distance education.
- Create a list of best/worst practices to help faculty make better decisions about their level and form of participation in distance education. It is further recommended that E-Campus assemble a faculty handbook that addresses the steps involved in offering a new program, both hard copy and online.

Statement from the Chair

This year, Distance Education matured into a vital and viable educational component at OSU. Gone are many of the questions and concerns which caused some faculty and staff to cast a skeptical eye. The vast majority of courses are now taught by OSU tenure track and emeritus faculty members. All other faculty members are qualified instructors selected by their disciplinary-based departments. This year 42 students graduated from OSU by taking distance education courses. Of these 42 students, 18 graduated Cum, Summa or Magna Cum Laude. OSU's most exceptional student for 2004 was distance education student Christine Roberts. There is no longer a question about the quality of these courses, the equivalence of the learning experience, or the quality of the students. Sure, there are still bugs to work out of the system. Improvements can be made in logistics and communication and there is a need for greater marketing and expansion of course offerings. Standards of course delivery are now evident and there are efforts to reduce course development and delivery time. In 2004, Distance Education at OSU became economically sound, educationally coherent, and responsive to the needs of both on and off-campus students. E-Campus and most of the other off-campus educational activities are a point of pride for OSU.

Submitted By:

Jeffrey A. Hale

Chair

7/19/04

Faculty Senate

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Distance Education Committee

2002-2003 Annual Report

Distance Education Committee Standing Rules

The Distance Education Committee reviews and recommends policies on matters pertaining to distance education that promote the educational mission of the University. It provides policy recommendations regarding faculty relations as they pertain to the creation, implementation, delivery, rewards, and intellectual property rights related to distance education courses and programs. It advises in the long-term planning and financing of distance education courses and programs, including student marketing, recruitment and retention issues in order to ensure a sustainable student base. It advises on distance education curriculum priorities, development, standards and evaluation, and reviews certificate programs to insure high quality offerings. The Committee monitors standards of academic quality for all distance education courses to ensure the quality and uniformity of degree offerings. The Committee maintains a continuing examination of the impact of distance education on the educational mission of individual programs, departments, colleges and the University. It provides reports and recommendations to the Faculty Senate and operates in an advisory role to Dean of the OSU Extended Campus.

Organization and Communication

- Established Committee as an outgrowth of the OSU Statewide Degree Council.
- Created and reviewed standing rules for the committee.
- Identified scope of activities focusing on the ways Ecampus could contribute to the welfare of OSU beyond the primary mission of educating distance students including: physical space savings, encouragement of life-long learning, student schedule flexibility, and encouragement of applied experiences through projects and internships. Identified other ways the university provides distance education beyond that provided by Ecampus.
- Assessed various methods to improve "buy-in" for distance course delivery by colleges, departments, and faculty such as:
 - focus on high quality student experiences
 - disseminate information on how Ecampus works and what it provides to departments and faculty
 - assist faculty to gain experience with distance education environments
 - emphasize quality and equivalency
 - identify how Ecampus can improve the educational experience for all students as it serves the mission of OSU
 - exposure to asynchronous learning tools such as Blackboard, and encourage faculty to feel free to innovate and experiment.

The Committee provided advice to Ecampus on the following topics:

- Sought to balance the number of tenure track and adjunct faculty teaching distance courses to ensure legitimacy of degrees and certificates and to connect on-campus faculty to distance programs.
- Asked for the development of a tracking system to balance supply and demand and to develop specific market niches for e-learning.
- Assisted in the development of consecutive revenue sharing models to provide long-term operational and financial viability for Ecampus. Sought equitable revenue split between program and administrative units. Ensured that revenue was adequate to pay for unit and central services.
- Advised Ecampus to achieve pricing equity and control tuition and fees for the purpose of student retention.
- Suggested ways that Ecampus could build partnerships and improve relationships with the academic units.
- Reviewed plans for development of asynchronous learning resources for on-campus students including the provision of BAC core classes. The Committee delineated the difference between asynchronous methods and distance courses for students unable to attend on-site courses. The committee recognizes

that E-campus is a resource for asynchronous learning but that the focus of the committee is on services for distance learners not simply the application of technology.

- Defined Ecampus as a broker and service center addressing the needs of an identifiable, non-resident, non-traditional student population. It is truly an extension of the OSU campus.
- Differentiated the functions of Ecampus from the activity of distance education since distance education can include activities beyond the scope of Ecampus. The committee defined its purview as covering all forms of distance education.
- Encouraged the development of high tech classrooms such as the one at the Cascades Campus for both OSU sites for distance learners.

The Committee ensured quality programming by:

- Advocated for faculty incentives for course development and delivery
- Shared the concerns of on-campus departments and distance instructors that on-campus students were taking spaces in distance courses.
- Supported the development of numerous educational options for degree, credit, and non-credit programs in areas of OSU strength and student demand (e.g. business, natural resources, education, etc.).
- Explored the possibility of using recently retired faculty as instructors for Ecampus. It was also suggested that some younger faculty might find distance education to be a way to augment their income.
- Recommended that permanent core inventories of classes to serve degrees be developed.
- Sought opportunities for continuing use of existing administrative support (e.g. advising, registration, library and book orders, etc.) within the university rather than duplicating functions within Ecampus administration and central services.
- Expressed concern that too many distance students are getting an "I" grade for classes.
- Expressed the need for expediency in getting library materials out to students for classes and research projects.
- Supported the alignment of fee and tuition rates with those charged on campus.
- Expressed concern over an "adjunct model" or "instructional management model." The committee recommends a balanced use of adjunct, instructor and tenure-track faculty to teach distance education courses.

The Committee recommended the following actions and policies:

- Intellectual Property: The Committee recognizes there is nothing inherent in distance education that makes ownership of intellectual property different than other faculty work. It also recognizes that few distance education products become commercially viable. The Committee further recognizes that Ecampus contracts with academic departments and colleges and not with individual faculty members for instructional services. Therefore, the administration of intellectual property ownership resides within the academic unit. One exception may be when new technology is blended with instructional material to produce a new, marketable product. It is recommended that faculty partner with the Research Office to facilitate technology transfer for commercial products. Such a partnership should mutually benefit the faculty member and the university. Royalties may be divided based on the contributions each has made to the final product.
- Revenue Sharing Model: The Committee worked with members of the Budget Reconciliation Committee to find an equitable way to support core administrative services while returning program resources to the academic units. The Committee supports the final revenue sharing model to be implemented in fall '03.
- Academic Control: The committee worked with Ecampus to place a greater level of responsibility and control for distance instruction within the academic decision-making structure. The committee supported the development of new MOUs for departments and colleges specifying roles and responsibilities. Departments now have a greater role in the design, implementation, and oversight of distance courses and degree programs.
- Cascades Campus: Ensured coordination between Ecampus and the Cascades Campus for the delivery of complementary distance courses to support Cascades Campus programs.
- Research and Development: Advocated that 20% of tuition be kept for research and development of classes and library services.
- Faculty support: Recommended a "center for teaching and learning" to train faculty for distance course delivery. A web-based faculty-training site is now on line.
- Degrees: Recommended that certificate programs may be more lucrative, in the short-term, than degree programs. Certificate programs can also be used as the foundation for the development of degree programs.
- Role of Faculty: The Committee stressed that faculty should work with students, not technical aspects

of content delivery.

- Student Fees and Tuition: The committee recommended equity in pricing with on-campus tuition and fees and Summer Session. The committee recommended a clear process and policy for informing students of changes in tuition and fees.
- Student tracking: The committee supported Ecampus efforts to improve Banner reporting and ability to track students.
- Fee Notification: The committee recommended a "pop-up window" to inform students that they were registering for distance classes and that those classes had a fee structure different from on-campus registration.
- Strategic Planning: Recommended the development of a strategic development plan for Ecampus to take advantage of the University's proposed capital campaign. The development plan would support a strategic plan for growing the course inventory.

Future Directions

- Strengthen liaison with other faculty senate committees. Need to identify areas of commonality with other committees (e.g. Curriculum Council, BAC Core Committee, Faculty Status Committee, Graduate Council, etc.) and be more proactive about using these committees to disseminate information about, and form policies on, distance education.
- The Committee should be cognizant of Cascades Campus in this respect: Ecampus has tools other departments do not have. This committee can assure that the cooperative relationship continues.
- Help develop and review expectations for faculty and facilitators and to identify exemplary models for courses best suited for distance delivery.
- Identification of distance education activities outside of the scope of Ecampus.
- Discuss the use of asynchronous course delivery for BAC Core courses. How can the Ecampus experience be best used to facilitate high quality BAC Core courses?
- Continue assessment of what faculty needs to be successful distance educators.
- Continue to address questions and issues such as: on-campus students taking distance courses, quality control, equivalency relationships with partner institutions (e.g. community colleges), recognition of distance education activities in P & T, keeping Ecampus competitive, the changing needs of the Cascades Campus, etc.
- Assess our cooperation and competition with community colleges and other OUS campuses with special attention to the provision of lower division classes.
- Review how OSU can best serve high school students with distance classes as a pre-collegiate education and recruitment program (e.g. Jumpstart, SMILE).
- Reduce fragmentation in the tools used for course development. There needs to be a "commons" and the committee will look for ways to support such a space. There should be a process to bring content and method together in an environment where faculty can contribute and not be threatened by the technology or process.
- The Committee will look at a variety of ways to get the word out; use exemplars internally and externally; consider involvement in proposals, job descriptions, and convening teams to respond to particular opportunities.
- Review plans for the Virtual Tribal College. Ecampus has been charged to come up with a prototype to present to Warm Springs, Umatilla, and Grand Ronde.
- Review plans for the K-12 programs.
- Monitor partnerships with 509J and with Intel.

2002-2003 Committee Membership

Jeffrey Hale, Chair	College of Liberal Arts
Bob Ehrhart	Rangeland Resources
Len Friedman	Public Health
Allen Brazier	School of Education
Deborah Healey	English Language Institute

Ex-Officios:

Kim Calvery	Budgets and Fiscal Planning Committee
Len Friedman	Curriculum Council
Alex Sanchez	Graduate Council
Ruth Vondracek	Library

Bill McCaughan	Dean of Distance and Continuing Education
Angelo Gomez	Executive Committee Liaison

Submitted by: Jeffrey Hale, 7/2/03

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Distance Education Committee

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Policies of the Faculty Senate Distance Education Committee

Scope of the Committee

- The Committee reviews and recommends policies on all forms of distance education within the University and values both competition and cooperation. (AR 2003-2004) (approved 24 Jan 05)
- Distance education, for the purposes of this committee, is the learning that occurs when instructor and student are separated by space or time and communicate primarily via the application of technologies. Excluded from this definition is asynchronous course delivery for the on-campus environment. (approved 29 Nov 06)
- The Committee monitors the curricular process to assure that it is correct and efficient. The Committee will not be directly involved in the curricular process itself. (AR 2003-2004) (approved 24 Jan 05)

Administration related to Extended Campus

- The Committee supports the revenue sharing model implemented in fall 2003. (AR 2002-2003) (approved 16 Oct 06)
- The Committee supports continuing development of Memoranda of Understanding between Extended Campus and departments and colleges that specify greater roles and responsibilities of departments in the design, implementation, and oversight of distances courses and degree programs. (approved 16 Oct 06)

POLICY ON PROMOTION AND TENURE ISSUES

Proposed by
Faculty Senate Distance Education Committee

Accepted April 2007*

1. Courses offered at a distance and courses offered face-to-face both contribute to the educational mission of the University and are given equal weight in promotion and tenure decisions.
2. When an faculty member teaches a distance education course, this assignment will be part of the job description and promotion dossier, unless the employee and the department jointly consent to another arrangement (such as so-called overloads).
3. Development and delivery of successful distance-education courses require special skills that will be credited in the promotion and tenure promotion process.
4. Development and delivery of face-to-face and distance versions of the same course can be a substantial increase in workload over the development and delivery of a single version. The extra work involved in such dual-delivery courses will be reflected in the employee's job description and promotion dossier.
5. Scholarship and creative activity, following OSU promotion and tenure criteria, include original curriculum development and novel course delivery media whose significance is validated and communicated beyond the University.

*Accepted April 2007 by the Faculty Senate Executive Committee, the Faculty Senate Promotion and Tenure Committee, and Academic Affairs.

The policy statement will be appended to the University Promotion and Tenure guidelines as a link for the clarification of distance education issues.

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Online Education Committee

November 7, 2013
4:00 PM ~ 109 Gilkey Hall
Agenda

Pre-meeting readings:

- Standing Rules
 - 2012-2013 Annual Report (particular attention to Assessment of Parallel courses section)
1. Review Standing Rules: Do we need to change standing rules with regard to Ex-Officios?
 2. Discuss undergraduate student for membership.
 1. This has to be an appointment from ASOSU ([Committee Application Form](#))
 3. Discuss getting a speaker to update committee on what is occurring across the U.S. with MOOCs. Suggestions sought.
 1. Faculty liaison felt this committee needs to pay attention to this phenomenon.
 4. Discuss how to determine the impact of the policy change to allow graduate students (who pay tuition themselves or through grants and contracts) to count Ecampus courses. .
 1. What questions do we want answered?
 1. What percentage of graduate students qualify for these particular conditions?
 2. What percentage has taken advantage of the policy?
 3. What percentage of those who don't qualify, take advantage anyway?
 4. What are the existing departmental policies? (or are there any even in place?)
 5. Other questions?
 5. Discuss next steps for committee on assessment of parallel online and face-to-face sections of the same course.

Other Miscellaneous Information: Annual Report is due July 15, 2014.

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Online Education Committee

January 10, 2014
Noon – 1:00 PM ~ 104J Nash Hall
Agenda

Pre-meeting preparation suggestion: Review [Annual Report](#) prior to meeting.

1. **Update on MOOCs** – Lisa Templeton
2. **Quick follow-up on discussion regarding Ecampus courses for graduate students**
 1. Concern if there were internal departmental policies discouraging GRA's or GTA's from taking e-campus courses.
 - When to check with graduate school during the winter term?
3. **Discuss next steps for committee on assessment of parallel on line and face-to-face sections of the same course**

Other Miscellaneous Information: Annual Report is due July 15, 2014.

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Online Education Committee

January 29, 2013
Noon – 1:30 PM ~ 109 Gilkey Hall
Agenda

Assessment of face-to-face and Ecampus offerings of the same course

- [Comparison document](#) from Stefani Dawn
- Next steps

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Online Education Committee

April 16, 2012
10:00 – 11:00 AM ~ Gilkey 109
Agenda

1. Review of changes in standing rules and name change – Nielsen
2. Status of Center of On Line Education Research (COER) proposal – Templeton
3. Discussion of conversations/meetings between Roger Nielsen and the Faculty Senate Executive Committee
4. Assessment of parallel online and face-to-face sections of the same course. What methods and measures do we use to test outcomes (SETs? – comparison of uniform exam questions?) Who would be responsible for making the measurements (assessment office? department?). We have the option of making specific recommendations or simply posing the question and facilitating a discussion with other Faculty Senate committees and/or the faculty at large.
5. Role of Online Education Committee in the evaluation of the process for allowing Ecampus credits for full-time status
6. Other business

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Distance Education Committee

October 27, 2010 Agenda

1. Introductions
2. Charges for this year
3. Committee Name Change?
4. Develop and prioritize list of issues to develop and address this academic year.
5. Teaching and Learning Technologies Initiative – Templeton
6. Revision of standing rules
7. Committee membership

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Distance Education Committee

November 2010 Agenda

1. Committee Name Change – vote on two proposals
2. Discuss grad student access to Ecampus courses
3. Revision of standing rules

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Distance Education Committee

May 3, 2011 ~ 11:00 – 12:30
104J Nash Hall
Agenda

1. Discuss issues that prevent graduate students from counting distance education courses as part of their 12–credit requirement when supported by a GTA or GRA
 - [OSU Graduate Student Tuition Remission Policy](#)
2. E–campus update related to bringing OSU into compliance with the State Authorization Rule – L. Templeton

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Distance Education Committee

November 16, 2009 Agenda

9:00-9:10 – Introductions

Membership – 2009-2010

Bruce Dugger, '11 Chair
Lori Cramer '10
Laurel Kristick '10
John Myers '11
Dawn Anzinger '12
TBA

Fisheries & Wildlife
Sociology
Library
Media Services
Forest Ecosystems & Society

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (Dianna Fisher)
Graduate Council (TBA)
Library (Maureen Kelly)
Extended Campus (Dave King) Lisa Templeton attending in lieu
Student Members
- TBA (Graduate)
- TBA

Executive Committee Liaison – Stan Gregory

9:10-9:20 – Review Standing Rules of Committee

The Distance Education Committee reviews and recommends policies on matters pertaining to distance education that promote the educational mission of the University.

1. Provide policy recommendations regarding faculty relations as they pertain to the creation, implementation, delivery, rewards, and intellectual property rights related to distance education courses and programs.
2. Advise in the long-term planning and financing of distance education courses and programs, including student marketing, recruitment and retention issues in order to ensure a sustainable student base.
3. Advise on distance education curriculum priorities, development, standards and evaluation, and review certificate programs to insure high quality offerings.
4. Monitor standards of academic quality for all distance education courses to ensure the quality and uniformity of degree offerings.
5. Maintain a continuing examination of the impact of distance education on the educational mission of individual programs, departments, colleges and the University.
6. Provide reports and recommendations to the Faculty Senate and operate in an advisory role to the Associate Provost of OSU Extended Campus.

9:20-9:30 – Review of last year’s actions – Lori Cramer

9:30-9:40 – Media Services and Distance Education –John Myers

9:40-10:00 – New Business

Create list of discussion items for this academic year:

1. Do we need a policy on degree requirements on campus vs. through DE?
2. Should on campus degree programs be allowed to require DE courses?
3. Articulation between graduate school and Ecampus regarding how graduate student access to DE courses.
4. Are standing rules sufficient and being implemented?

10:00-10:10 – Filling vacant committee slots

1. Need two students
2. Graduate Council
3. One additional faculty representative

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Distance Education Committee

February 5, 2009 Agenda

1. Welcome and Introductions
2. Update on previous issues:
 - a. Online surveys by E-campus
 - b. Update from committee liaisons
 - c. Graduate program needs?
 - d. Instructor compensation (e.g., increase per credit rate)?
3. New business:
 - a. Discussion of course development/remuneration process (e.g., is there consistency in developing new courses regarding how instructors get compensated?)
 - b. [Memo](#) from BACC committee regarding:
 - i. BACC core courses that are available only online
 - ii. Lab courses offered online
4. Other items?

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Distance Education Committee

October 16, 2008 Agenda

1. Welcome and Introductions
2. Review Policies and Standing Rules
3. Review History of DEC (<http://oregonstate.edu/senate/committees/dec/>)
4. Brainstorm topics/priorities for the coming year, such as:
 - a. Follow up on 2006-07 Ad Hoc Subcommittee recommendations
 - i. Fees and the tuition plateau
 - ii. Porting on-campus course to e-campus delivery (liaison required?)
 - iii. Database on courses ported on the Academic Programs website
 - b. Graduate program needs (e.g., scholarship eligibility for off-campus students, remote oral exams, thesis or residency requirements, etc.)
 - c. Review funding model (are there equity issues across units?)
 - d. ??
 - e. ??
5. Next Meeting

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Distance Education Committee

June 6, 2007 Agenda

- I. Update on reorganization (Mark M.)
- II. Update on Course Assessment & Review (Penny et al.)
 - A. Revised text for supporting materials (Ghadeer)
 - B. New Web site (Mark D.)
 - C. Agree on next steps
 - 1. Prepare a cover memo
 - 2. Load revised documents on our new Web site
 - 3. Contact relevant parties
- III. Student Evaluation of Teaching (Paula Minear, Mark W.)
 - A. Recent EC policy
 - B. Impacts on our own policy
 - C. Impacts on Ecampus
- IV. [Syllabus template](#) (Paula Minear, Alfonso Bradoch)
 - A. What do we think of it?
 - B. What level of approval can we give it?
- V. Intellectual property (Mark W.)
 - A. Background
 - B. Our job

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Distance Education Committee

April 19, 2007 Agenda

- I. Implications of the new alignment into "University Outreach and Engagement" (Mark W. and Mark M.)
- II. Our P&T policy: Update (Mark W.)
- III. Course assessment and review (Penny)
 - A. Reports from subcommittees
 - 1. Policy statement wording (Mark D. and Paul)
 - 2. Guidelines for Peer Teaching Evaluation (Ghadeer and Kay)
 - 3. Web site design (Brett and Mark D.)
 - B. Next steps
- IV. Exchange of distance education courses with institutions abroad (Paul)

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Distance Education Committee

November 29, 2006 Agenda

- 1. Draft Policy on Course Assessment and Review
- 2. Revised Policy on Promotion and Tenure ([attachment](#))
- 3. DEC Internal Policies
- 4. International Distance Education

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Distance Education Committee

November 27, 2006 Agenda

- I. Internal policies
 - A. Intellectual rights (Kay)
 - 1. The Faculty Senate visited this topic in 2000 and 2001. Furthermore, the Oregon Administrative Rules already cover the broader issue. See http://arcweb.sos.state.or.us/rules/OARS_500/OAR_580/580_043.html.
 - 2. Action: Amend or eliminate this policy.
 - B. Defining the scope of the committee: what is "distance education"? (Mark)
- II. Continuing projects
 - A. Draft policy on course assessment and review (Penny)
 - 1. Action: Refine the wording of the statement.
 - 2. Action: Decide what supporting materials go onto our Web site.
 - 3. Action: Agree on a plan for approaching the interested committees and administrators.
 - B. Policy on promotion and tenure (Mark)
 - 1. Action: Agree on final wording.
 - 2. Action: Agree on a plan for approaching the interested committees and administrators.
- III. New business
 - A. Curriculum Council's interest in distance education (Mark)

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Distance Education Committee

October 16, 2006 Agenda

- I. Welcome and introductions
- II. Review and consider approval of the annual report from last year
- III. Review and possibly approve our internal policies
- IV. Discuss the next steps on our continuing projects from last year
 - a. Policy on Distance Education Course Assessment and Review
 - b. Policy on Promotion and Tenure Issues
- V. Hear from new and continuing members about priorities for the coming year
- VI. Attachments
 - a. [Annual report for 2005-2006](#)
 - b. [Internal policies](#)

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Distance Education Committee

April 17, 2006
2:30-4:00pm
Agenda

1. Formalizing internal business
 - When to review our Standing Rules
 - When to complete our formal review of past informal internal policies
2. Update on the Blackboard Review Committee (DEC is participating)
3. Update and discussion on "Maintain the educational quality of distance education" (Penny)
4. Status report on "Address promotion and tenure issues" (Mark)
5. How to handle ex-officio members
6. Time for next meeting

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Distance Education Committee

January 27, 2006
Agenda

- I. Updates and discussion on continuing projects.
 - "Insure that all distance education offerings are fully accessible to persons with disabilities" (Ron)
 - "Maintain the educational quality of distance education" (Penny, Maureen, and Bill)
 - ["Address promotion and tenure issues"](#) (Mark)

- II. What happened to scheduling our next meeting?

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Distance Education Committee

December 12, 2005 - 10:30-12:00
Strand Ag 134
Agenda

- I. Updates and discussion on continuing projects
- II. Insure that all distance education offerings are fully accessible to persons with disabilities (Ron)
- III. Maintain the educational quality of distance education (Penny and Bill)
- IV. Address promotion and tenure issues (Debbie)
- V. Conduct a survey of faculty / clarify the survey objectives (Mark)
- VI. Next steps on continuing projects (all)

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Distance Education Committee

October 18, 2005
Agenda

1. Welcome and introductions (Mark)
2. History of the committee (Mark)
3. Issues and tasks remaining from 2004-2005 (Mark)
4. Discussion and action item: Selecting our activities for the upcoming year (All)
 - Serve as Faculty Advisory board for the Dean of OSU Extended Campus.
 - Review and compile Committee policies.
 - Insure that all distance education offerings are fully accessible to persons with disabilities.
 - Make recommendations to, or collaborate with, the Center for Teaching and Learning about services and materials for faculty relating to distance education, such as training on distance education, tip sheet of best practices, basic standards, and other resources.
 - Address promotion and tenure issues.
 - Conduct a survey of faculty, once its objectives have been clarified.
 - Others?
5. Action item: Setting the next meeting times

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Distance Education Committee

May 20, 2005
Agenda

- I. Approval of minutes

- II. Accessibility policy (Ron and Mark)
 - A. Consider final wording on internal policy statement
 - Preparation:* Review this latest version and submit comments to Mark before the meeting
 - "Oregon State University distance education will develop guidelines to ensure equal and equivalent participation by persons with disabilities in programs, services, and operations. OSU seeks to be at the forefront in the creation of a complete and compelling learning experience for all students. Therefore, an educational and programmatic goal for OSU distance education will be full and equitable use by persons with disabilities, exceeding simple compliance with minimally accepted accessibility standards."
 - 1. How does the unavailability of funding influence our policy?
 - 2. Should the policy explicitly apply to new programs and services, excluding expensive retrofitting?
 - 3. Does the phrase ♦maximum extent possible♦ set an impossibly high standard or provide a loophole?
 - 4. Should we wait indefinitely for campus policy on accommodation guidelines to be in place?
 - Preparation*
 - 5. Review the [current policy text](#).
 - 6. Review the "[Thread on Access Policy](#);" *these now include the comments of Debbie Coehlo (who cannot attend the meeting).*
 - 7. Consider the article sent by Ron.

- III. Recurring questions about the survey
 - A. Our job is to "frame goals and solutions within a set of policies."
 - B. Objective revisited
 - 1. Does the survey provide a benchmark or act as a tool to reveal problems needing solution?
 - C. What are the relationships between the survey and other DE Committee tasks?
 - 1. Policy for maintaining and monitoring high standards of education and educator satisfaction.
 - 2. Policy for departments to conduct a regular benchmark process.
 - D. Is The Survey something we make happen now because we want the information, or something we feel should be a regular activity of some other entity?
 - E. What are the next steps?

Preparation: Review the [must-do activities](#) we agreed upon in our November 30 meeting.

IV. Continuing and upcoming tasks

- A. Confirming, altering, or deferring past policies (continued)
- B. Barriers to distance education: the Warm Springs example (Debbie)
- C. Maintaining high standards (Deborah)

Current wording for DE access policy

Oregon State University distance education, including every Extended Campus program, will develop clear and concise standards to ensure, to the maximum extent possible, the full inclusion and participation by persons with disabilities in all aspects of all programs, services and operations. OSU seeks to be at the forefront in the creation of a complete and compelling learning experience. Therefore, an educational and programmatic goal for OSU distance education will be full and equitable use by persons with disabilities, not simply compliance with the typically accepted accessibility standards.

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Distance Education Committee

April 12, 2005
Agenda

- I. Approval of minutes (2 sets)
- II. Accessibility policy
 - A. Discuss underlying issues
 1. How does the unavailability of funding influence our policy?
 2. Should the policy explicitly apply to new programs and services, excluding expensive retrofitting?
 3. Does the phrase ♦maximum extent possible♦ set an impossibly high standard or provide a loophole?
 4. Should we wait indefinitely for campus policy on accommodation guidelines to be in place?

Preparation

5. Review the [current policy text](#).
 6. Review the "[Thread on Access Policy](#)"; *these now include the comments of Debbie Coehlo (who cannot attend the meeting)*.
 7. Consider the article sent by Ron.
- III. Recurring questions about the survey
 - A. Our job is to "frame goals and solutions within a set of policies."
 - B. Objective revisited
 1. Does the survey provide a benchmark or act as a tool to reveal problems needing solution?
 - C. What are the relationships between the survey and other DE Committee tasks?
 1. Policy for maintaining and monitoring high standards of education and educator satisfaction.
 2. Policy for departments to conduct a regular benchmark process.
 - D. Is The Survey something we make happen now because we want the information, or something we feel should be a regular activity of some other entity?
 - E. What are the next steps?

Preparation: Review the [must-do activities](#) we agreed upon in our November 30 meeting.

- IV. Continuing and upcoming tasks
 - A. Confirming, altering, or deferring past policies (continued)
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Distance Education Committee

February 25, 2005
Agenda
12:45 – 2:15
Valley Library Room 4142

- I. Approval of minutes
- II. Our role in next ECampus survey; our role in meeting with Paula Minear
 - A. Gather information
 - B. Discuss our objectives, consider example questions
 - C. Get Paula's advice
 - D. Offer general feedback
- III. Presentation on the next ECampus survey (with Paula Minear)
- IV. Discussion of possible coordination between our survey and the ECampus survey
- V. Draft policy on accessibility (Ron)
- VI. Progress report on "Develop the capacity ... statistical information" (Jeff and Ron)
- VII. Consideration of past policies (continued, and as time allows) (Mark and Jeff)
- VIII. Pending activities
 - A. "Address promotion and tenure issues" (Mark and Debbie)
 - B. Maintaining high standards (Deborah)
- IX. New items

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Distance Education Committee

January 24, 2005
Agenda

- I. Approval of minutes

- II. Reports on activities; discussion and next steps
 - A. "Status of the Center for Teaching and Learning" (Melora)
 - B. "Encourage a survey of faculty and administrators" (Melora)
 - C. "Policy on Policies" (Mark and Jeff)
 - D. "Insure that all distance education offerings are fully accessible to persons with disabilities" (Ron, if in town)

- III. Pending activities, new activities, and new items

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Distance Education Committee

November 30, 2004
Agenda

- I. Review and acceptance of minutes
- II. Reminder of the overall structure for the meetings of November 2 and November 30 (Mark)
 - A. Agree on our purpose
 - B. Set a rationale for selecting activities
 - C. Select activities
- III. Discussion of the draft statements of the committee's mission, goals, and must-do activities: Do we have a working consensus? (All)
- IV. Discussion and action items: Selecting and starting work on our activities for 2004-2005 (All)
 - A. Criteria for selection
 1. Match to the Committee mission and goals
 2. Realistic to accomplish
 3. Individuals are willing to volunteer
 - B. Setting schedules for completing our activities
- V. Other business
 - A. Jeff Hale cannot participate at this time
- VI. Action item: Setting the next meeting time

Resource materials for this meeting:

- [Draft mission, goals, activities](#)
- [DEC policies](#)

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Distance Education Committee

November 2, 2004
Agenda

- I. Welcome and introductions (Mark)
- II. History of the committee (Mark, with help from Deborah)
- III. Issues and tasks remaining from 2003-2004 (Mark) - [Recommended tasks for 2004/05](#) (.pdf file)
- IV. Issues proposed by committee members (All)
- V. Discussion and action item: Setting the scope for our activities in 2004-2005 (All)
 - A. Receiving background information
 - B. Recommending policy
 - C. Advising in long-term planning and financing
 - D. Advising in curriculum matters
 - E. Monitoring standards of academic quality
 - F. Examining the impact of distance education on OSU
 - G. Reviewing & advising vs. implementing
- VI. Discussion and action item: Selecting our activities for 2004-2005 (All) (if time permits)
- VII. Action item: Setting the next meeting time

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Distance Education Committee

May 12, 2004
Agenda

- I. Welcome – Jeff
- II. Review of minutes – Sarah
- III. Evaluation and Assessment – Mark, All
- IV. Evaluation of Blackboard: IT Committee request – Jeff
- V. P & T – Mark, All
- VI. E–Campus Dean's Report – Bill
- VII. Future meeting schedule – Next Meeting – Sarah

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Distance Education Committee

April 7, 2004
Agenda

1. Welcome and introductions - Jeff (2 Mins.)
2. Review of minutes - Sarah (1 Min.)
3. Presentation: E-Campus Marketing - Lisa Templeton and Jessica DuPont (20 Mins.)
4. E-Campus Dean's Report - Bill (20 Mins.)
 1. Communication Center
 2. Budget Update and Model
 3. MOU's and RFP's
 4. Ecampus Scholarships
 5. Curriculum Council Issues
 6. OUS
5. Assessment of Distance Courses - Mark, All (20 Mins.)
6. Priority issues for the '04 Committee agenda - All (30 Mins.)
 1. Networking
 1. Finalize Liaison assignments for other Faculty Senate committees
 2. Policy Discussion
 1. Distance education and P&T. What do we need to know? What do we need to do?
 3. Best Practices - Confirm Committee Role
 1. Facilitate identification and assessment of faculty needs for successful distance education
 2. Propose the WIC and DPD approach
 3. Assessment of faculty IT needs, testing and purchase in conjunction with the technology committee
7. Future meeting schedule - Next Meeting - Sarah

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Distance Education Committee

January 26, 2004
Agenda

1. Welcome - Jeff
2. Review of minutes - Sarah
3. E-Campus report and advice for the Dean - Bill and Jeff
 1. A. Same Page? - Jeff
 2. ERAM update - Bill
 3. Strategic Resource Development Plan - Jeff and Bill
 4. Other - Bill
4. Conversation with Extension Services - Jeff
5. Priority issues for the 04 Committee agenda - All
 1. Networking
 1. Liaison assignments for other faculty senate committees
 2. Cascades Campus
 2. Policy
 1. Use of asynchronous course delivery for BAC Core Courses
 2. Distance education and P&T
 3. Dual Enrollment Agreements
 4. Committee's role in marketing or promotion of distance education.
How do other committees address the internal education function?
 3. Practice
 1. Identification and assessment of faculty needs for successful distance education
 2. Partnerships with other educational institutions (e.g. U of O)
 3. Reduce fragmentation in the tools used for course development.
Develop a suite of preferred tools such as Blackboard, Real Audio Media, Flash, etc.
 4. Non-Degree Programs (Report items)
 1. K-12 pre-collegiate education
 2. Extension Services (e.g. Master Gardeners)
 3. Virtual Tribal College
 4. 509J Partnerships
6. Future meeting schedule - Next Meeting - Sarah

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Distance Education Committee

December 2, 2003
Agenda

1. Welcome - Jeff
2. Review of minutes - Sarah
3. E-Campus report and advice for the Dean - Bill and Jeff
 1. ERAM update
 2. Meeting with President Ray
 3. "Best practices" research
 4. Strategic Resource Development Plan
 5. Faculty Handbook on Curriculum Development and Approval
4. Priority issues for the '04 Committee agenda – Jeff
5. Liaison assignments for other faculty senate committees - All
6. Future meeting schedule – January and remainder of '04 - Jeff and Sarah

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Online Education Committee (OLEC)

January 10, 2014

Minutes

Voting Members Present: Christina DeWitt, Lynette Black, Sundar Atre, Maura Valentino

Voting Members Absent: Jessica Kennedy, Nicole Duplaix

Ex-Officio Members Present: Stephanie Buck (Library), Lisa Templeton (Ecampus)

Guest: Dann Cutter, Dianna Fisher

1. Update on Massive Open Online Courses (MOOCs)

Lisa Templeton updated the committee on the University's Committee on MOOCs activities. This committee has made site visits and is currently looking into budget estimates for supporting MOOCs at OSU. She reported that this committee is still in an analysis phase, however, suggested there is a high probability the University will work to support MOOC efforts, especially as it pertains to the land grant mission of the university. She also suggested the committee is talking about MOOCs from a non-credit bearing perspective.

1. Sundar asked whether or not the university had any policies on whether a faculty could or could not do a MOOC. The response was that there were not any policies in place.
2. Dann posed a question from a student perspective. He suggested that, for students, it would be important for them to know how the university's involvement in MOOCs would benefit students. It may appear to some students that the time and effort and resources put into a MOOC would be better spent on courses that benefit them, especially as the university continues to ask for more resources (tuition) from them. It may also appear to students that with a MOOC the university is "giving away" what they have to pay for. Lisa, Sundar and Maura all provided input suggesting that the effort on MOOCs may have tangible benefits that are not immediately apparent to the student, such as recruitment, providing access to a more diverse community of students, etc. It was noted though, that this was an important consideration that Lisa could bring to the MOOC committee to help them think through the various issues that they may be presented with during their efforts. It was also suggested that the question posed by Dann is an example of why it is important that the university clearly define the goals it has for MOOCs, and not just do them for the sake of doing them.

2. Quick follow-up on discussion regarding Ecampus courses for graduate students.

1. Dan reported that he had shared this question with the graduate students in his area and received very strong feedback and response from the students about this issue. The reports from Dann suggested students on GRAs and GTAs were bearing the cost of Ecampus courses themselves, yet members on the committee suggested this should not be occurring. It was determined that there definitely is a communication issue but, before the committee could address it, we needed to document the student's concerns. Dann agreed to provide a summary of the issues and obtain concrete examples from at least three students. He will share his finding at the next committee meeting.

3. Discuss next steps for OEC on assessment of parallel online and face-to-face sections of the same course.

1. Stephanie suggested that this issue that the OEC was trying to address really belonged with the Curriculum Committee. Christina agreed that many of the questions posed in the annual report from the previous Online Education Committee's meetings seemed to be questions that the OEC did not have the resources to address. Sundar pointed out, however, that it was within this committee's purview to ascertain that online courses were not assessed differently than face-to-face courses and, if we find they are not being assessed the same, then a recommendation from this committee to the Faculty Senate should be made on this issue. It was suggested that the following questions should be asked of department heads:

1. Are courses being assessed?
 2. How often are courses assessed (or when was the last time courses were assessed)?
 3. If courses are assessed, is the assessment process any different from online courses than face-to-face courses?
2. It was agreed that Christina should contact and coordinate with the assessment office prior to contacting department heads as the assessment office may have already collected this information.

The next meeting is targeted for the first week in March. A doodle poll will be sent to determine the date (March 3–March 7) and time.

Other Miscellaneous Information: Annual Report is due July 15, 2014.

Minutes recorded by Christina DeWitt

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Online Education Committee (OLEC)

January 29, 2013 Minutes

Voting Members Present: Lynette Black, Nicole Duplaix, John Edwards, Roger Nielsen (chair), Lisa Templeton

Ex-officio Member Present: Stefani Buck

Guests: Bill Bogley, Stefani Dawn

The agenda consisted of a single item – discussion between members of the Academic Programs, Assessment and Accreditation Office (APAA) and the Online Education Committee (OEC) of the first stage in the development of an assessment plan for parallel sections of face-to-face and on line courses.

Stefani Dawn presented information gathered as part of the ongoing analysis of the bacc core Synthesis courses. This information was distilled from the overall data on the behest of the OEC in order to set up the next steps in the development of a plan to assess the equivalence of Ecampus and face-to-face courses.

Based on Stefani's report, it was the sense of the group that changes need to be made in future bacc core review reports provided by the units that house and deliver bacc core courses. These changes would focus on improving the (currently grossly inadequate) level of internal consistence of the data.

For example, there are 33 bacc core Synthesis courses that have both an Ecampus and a face-to-face version. However, syllabi for both versions of the course were submitted for only 10 of those 33 cases. It is possible that the same syllabus was used for both versions; however, the information submitted by those units does not say that is the case. Further, of the six cases where there were different instructors and more than one syllabus, four cases had different outcomes for the different sections.

There was a long discussion by the committee for why the data was so incomplete. There was no consensus other than that the faculty making the reports may need more guidance as to what needs to be submitted in the periodic bacc core review reports (part of this issue may also be the fact that the goal of assessing multiple sections of a bacc core class has not been a central priority in the review process).

Other specific concerns raised include:

- The need to avoid pushing more work down to individuals in the units.
- The alignment (or misalignment) of assessment with the learning outcomes (example – a course with a stated writing related outcome, but without an assignment that required writing).
- Bacc core classes have a built in five-year review process; however, that is not true of non-bacc core classes. Who is responsible for making sure those classes have equivalent outcomes and assessment plans?
- What about degree assessment? What process is responsible for making sure that parallel Ecampus and face-to-face degree programs have equivalent learning outcomes?

Recommendations

- Adjust the structure of the Bacc core periodic report request from the APAA in order to build a database that will be adequate to evaluate the equivalence of Ecampus and face-to-face versions of courses. This may include examples of reports made for this round, more specific instructions, and a follow-up round of requests for cases where the initial reports were inadequate.
- Make assessment of parallel sections of courses part of the undergraduate degree program review (every ~10 years). Focus would be on 1) equivalence of multiple sections of individual courses regardless of delivery mode, and 2) equivalence of degree learning outcomes and assessment.

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Online (Distance) Education Committee (OLEC)

April 16, 2012 Minutes

Members present: Roger Nielsen (chair), Lisa Templeton, John Edwards, Nicole Duplaix

Ex-officio member present: Stefanie Buck (Library)

Guest: Gita Ramaswamy was invited by the committee to represent the Assessment Office

1. **Review of changes in standing rules and name change** – The Faculty Senate approved the name change and changes in standing rules at the April 12 meeting. There were a few questions but, otherwise, the changes were in the form proposed by our committee.
2. **Status of proposal to create a Center of On Line Education Research (COER)** – The proposal has been formally submitted, and is working its way through the system. We hope that our group will be re-engaged during the final approval process. In general, the Online Education Committee (OLEC) is very supportive of this proposal, so long as the mission of the Center of On Line Education Research COER is distinct from that of the Faculty Senate committee (as suggested in our input last Fall).
3. **Discussion of conversations/meetings between Roger Nielsen and the Faculty Senate Executive Committee** – Roger met with the Faculty Senate Executive Committee in early January and discussed their priorities for the committee. There was a wide-ranging conversation about a number of topics, but the most important priority of the Executive Committee related to comparative assessment of on line, hybrid and face-to-face courses. Specifically, they wished to obtain our input with respect to assessment of parallel sections of courses being delivered using multiple modes.
4. **Assessment of parallel on line and face-to-face sections of the same course** – To address faculty and administration concerns with respect to the equivalence of on line, hybrid and face-to-face classes, the committee discussed what information would be needed. Our conversation centered on setting some boundary conditions for evaluation, as well as what specific questions need to be addressed, what data would be needed to constrain the answers, and who would be responsible for collecting and analyzing the data. In addition, we identified what data would NOT be useful. In the end, we identified a number of preliminary recommendations to be developed further by our group and presented to the Faculty Senate Executive Committee.

Questions pertaining to the assessment of outcomes in parallel sections –

- How comparable are learning outcomes in parallel courses (note issue of mission creep/divergence in parallel sections)?
Action/Recommendation: Work with Beverly Dirks and Stefanie Dawn to tabulate and compare the learning outcomes published in course syllabi in parallel sections of the same courses.
- How many courses do we test in the first phase?
Action/Recommendation: Coordinate with the current assessment effort of baccalaureate core courses – Beverly Dirks and Stephanie Dawn.
- Who is going to be responsible for collecting the assessment data from parallel sections?
Action/Recommendation: Effort should be lead by the unit and facilitated and supported by the assessment office and Ecampus.

- It is particularly important that units are supported with the appropriate expertise to design assessment research projects. At present, assessment has been a largely unfunded mandate. The result of this is that educational assessment data on campus is often collected by people who do not have such duties as part of their position descriptions and who do not have any training in design of studies to assess educational outcomes. There is also little standardization of assessment methods across campus which makes comparisons difficult if not impossible.
- Where are the resources going to come from?
Action/Recommendation: Support should be provided by the assessment office and Ecampus either directly to individual faculty or through an on line research center (e.g. Center of On Line Education Research – COER).
- Who is responsible for performing assessment activities?
Action/Recommendation: The unit responsible for delivering the course should perform the assessment.
 - However, it is critical that the assessment office, Ecampus and the colleges actively facilitate, support and provide oversight.
- Is the effectiveness of a course (measured in terms of accomplishing learning outcomes) dependent on the characteristics/experience of the instructor? *Action/Recommendation – We need tracking information on the instructor responsible for course delivery. Specific information needed includes: number of times an instructor has delivered a course, rank of instructor, and Center for Teaching and Learning training.*
- How does the difference in student profiles effect outcomes? *Action/Recommendation: Obtain data on student population in individual sections (number per section, % on campus vs. off campus, age, major, etc.).*
- Are there significant differences in student resources between on line and face to face courses (e.g. library, software, tutoring, etc.)? *Action/Recommendation: Tabulate resources provided to students in parallel sections. For example, compare access to computer labs for face- to-face or hybrid courses with availability of software for on line students.*

Additional Recommendations

- Student Evaluation of Teaching results (SETs) should not be a core component of comparative assessment of courses delivered using different methodologies (good for what they are meant for, but they do not specifically measure the degree to which learning outcomes are achieved).
- Evaluation of courses will require a time series assessment study of critical data for each course. Data on learning outcomes must be collected over a significant time period (e.g. 5 years) before we can effectively make comparisons.
- There should be no differences in how assessment of on line, hybrid and face-to-face courses is performed.

5. **Role of Online Education Committee in the evaluation of the process for allowing Ecampus credits for full time status.** Prior to last Fall, graduate students were not allowed to count Ecampus course work towards full time status. This was irrespective of the source of funds used to pay for their tuition. Last year, we on the Distance Education Committee (now Online Education Committee) were asked to make a recommendation to resolve the issue. We recommended that students who paid their tuition themselves, or through grants and contracts, should be able to count Ecampus course credits towards their full time status – together with the face-to-face course credits. In addition, we took the position that whatever was implemented, the financial impact should not fall onto the units that deliver the courses.

The policy implemented by the Graduate School allows students to apply all Ecampus credits to their full time status. In addition, the new policy allows graduate students to use GTA related to tuition waivers for Ecampus courses. This policy has the advantage of simplicity. Nevertheless, several committee members voiced concern that the financial impact of the change would have a negative impact on units that offer Ecampus graduate courses that are popular with students on GTAs. This may cause some units to cancel courses required for graduate degree completion. Greatest potential impact is in cases where units are offering graduate service courses that serve students from other units.

Without tuition support, those units providing access have little or no incentive to do so. Loss of those courses would have the additional impact of reducing the degree of interdisciplinary collaboration between departments.

The new policy is scheduled to be evaluated at the end of AY2012. Our committee feels strongly that the Faculty Senate should be a part of that evaluation process. It is critical that we not go backwards with respect to allowing graduate students to use Ecampus courses – yet protect the units that are actually providing the needed courses.

6. **Other business** – none.

Meeting was adjourned at 11:05 AM.

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Faculty Senate

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Online (Distance) Education Committee (OLEC)

November 29, 2012 Minutes

Present: Roger Nielsen (chair), Lisa Templeton, John Edwards, Stefanie Buck

1. Change name to Online Education Committee
2. Proposed new standing rules – our proposed rules (from discussions last two years).
The OEC considers and provides recommendations to the Faculty Senate on a wide range of philosophical and technical issues considered important to faculty and students related to the role of online education in meeting the academic mission of Oregon State University.
3. Update on status of the recommendation regarding use of Ecampus credits to count for full-time graduate status. The Graduate School has implemented a change in the full-time status rules. The financial impact (and other issues) will be reviewed by the Graduate School at the end of the fiscal year.
4. Role of OE Committee compared to OE Institute. The specific role of the two groups was discussed at length. It was deemed important that there be as little overlap in function as possible. A number of specific issues/functions were highlighted by the committee members and included in the COER proposal.

Online Education Committee

The Faculty Senate Online Education Committee's role is advisory to the Executive Committee. Questions from the Executive Committee, or from the Faculty Senate as a whole, may be processed by the OEC, with the goal of finding the most appropriate source of information. This may include requests of information from the Assessment group, the registrar, the OE Institute or other. Their role is not to conduct research, but rather to serve as a channel through which information flows to the faculty, and through which questions flow to groups that can answer them.

On-line Education Institute

OE Institute will sponsor research into On-line pedagogies, methodologies and assessment. Its role will be as an independent source of information on any issue related to online delivery, including the cycle of development, achievement of learning outcomes for individual courses, degree programs, and student success.

This institute will maintain intellectual and administrative independence from other units on campus (including Ecampus, the Faculty Senate and individual colleges and departments) by developing a peer review system for proposals to the OE Institute. Input from the stakeholders will be accommodated by collaboration amongst the OE Committee, Ecampus, in the development of RFPs to be funded by those same stakeholders. Review of the proposals submitted by OSU faculty (or groups of faculty) will be reviewed by using a peer review process.

5. The one major area that the FS Executive Committee would like us to work on this year is to lead a conversation on assessment of parallel sections of courses delivered with different modes – most important, a comparison of the results of Ecampus and face-to-face instructions. However, this will almost certainly expand to the evaluation of hybrid courses. Roger Nielsen met with Kate Hunter-Zaworski and Gita Ramaswamy to see what the Faculty Senate wants, and what the assessment office

can offer. A follow-up meeting with the Faculty Senate Executive Committee will occur in December or January.

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Distance Education Committee

October 27, 2010 Minutes

Committee Members present: Bruce Dugger (chair), Lisa Templeton, John Edwards, Roger Nielsen

Agenda

1. Introductions
 2. Charges for this year
 3. Committee Name Change?
 4. Develop and prioritize list of issues to develop and address this academic year.
 5. Teaching and Learning Technologies Initiative – Templeton
 6. Revision of standing rules
 7. Committee membership
-

We had a one hour meeting to discuss the outline for the remainder of the year. We covered agenda items 1-5 listed above. Highlights of those conversations are reported below.

Agenda item 2. We reviewed the charges handed to us by the Faculty Senate Executive Committee:

- a. Revise Standing Rules
- b. Review committee membership
- c. Develop a list of big picture issues for the DE committee to consider over the next five years. We should prioritize this list and decide which issue(s) to tackle this academic year.

Distance Education Issues Passed on by Faculty Senate Executive Committee:

1. Financial model for Ecampus – work with the University Budget Committee on recommendations as to the funding model.
2. Goals for Ecampus from an academic perspective; what is the mission of Ecampus from an academic/educational perspective.
3. Impact of distance education on P&T – how do distance education activities "count" – are policy statements needed?
4. Policy regarding on-campus students' access to Ecampus courses, both undergraduate and graduate.
 - a. one complaint we have heard from on-campus students is that required courses in their major are only available through Ecampus, so they have to pay extra tuition in order to take a required course. I have not verified to determine if this is actually true, but, if so, the DEC may want to explore a policy about this.
 - b. Graduate students on assistantship (who therefore need to be enrolled in 12 credits each term) cannot use Ecampus credits to count toward the 12 credits. This has been explained to me as a budget issue. DEC may want to explore alternative strategies or options for graduate assistants
5. Overload compensation policy – this new policy prohibits Ecampus faculty from getting paid based on the number of students/SCH generation because some faculty were abusing the system. I do not know how much faculty input there was to this policy. Maybe it did come to DEC prior to implementation but, if not, it should have been one that came to the DEC for discussion prior to implementation.
6. Faculty Development for distance education – recommendation to inform Ecampus as to the most effective faculty development opportunities.
7. Tuition levels of Ecampus compared to competitors – a recommendation from DEC to Ecampus.

8. Intellectual property policy surrounding distance education.
9. Course/program quality and assessment of distance courses and programs – what oversight is needed beyond the Curriculum Council review of new courses? What oversight is needed in terms of assessment strategies. Gita Ramaswamy, Director of Assessment, would be a good person to consult with regarding this issue.

Agenda item 3. Change committee name?

"Distance Education" is an outdated name that fails to capture the evolving nature of online education at OSU. For example, 25-30% of our student credit hours at Ecampus are generated by on-campus students. Thus, the committee agreed that changing the name of the committee would be useful. Two suggestions were made: 1) Ecampus Committee and 2) Online Education Committee. We will solicit input from the other committee members and make a final recommendation at our next meeting in late November.

Agenda item 4. Develop and prioritize a list of issues to develop and address this academic year.

We spent a bit of time on this issue as the outcome would shape the nature of our committee work for the remainder of the academic year. The committee felt that items 1,2,6,7,8 were low priority or being dealt with by other committees. We prioritized the remaining items as:

1. [Overload compensation policy](#) – this new policy prohibits Ecampus faculty from getting paid based on the number of students/SCH generation because some faculty were abusing the system. Faculty Senate does not know how much faculty input there was to this policy. Maybe it did come to DEC prior to implementation but, if not, it should have been one that came to the DEC for discussion prior to implementation.
2. Policy regarding on-campus student access to Ecampus courses, both undergraduate and graduate
 - a. One complaint we have heard from on-campus students is that required courses in their major are only available through Ecampus and so they have to pay extra tuition in order to take a required course. I have not verified to determine if this is actually true, but, if so, the DEC may want to explore a policy about this.
 - b. Graduate students on assistantship (who therefore need to be enrolled in 12 credits each term) cannot use Ecampus credits to count toward the 12 credits. This has been explained to me as a budget issue. DEC may want to explore alternative strategies or options for graduate assistants
3. Impact of distance education on P&T – how do distance education activities "count" – are policy statements needed? The P&T committee has addressed this issue to some extent and we will use their report as a starting point in our discussions.
4. Course/program quality and assessment of distance courses and programs – what oversight is needed beyond the Curriculum Council review of new courses? What oversight is needed in terms of assessment strategies. Gita Ramaswamy, Director of Assessment, would be a good person to consult with regarding this issue.

We will address these issues, in order, starting at our November meeting.

Agenda item 5. Teaching and Learning Technologies Initiative – Templeton

Lisa Templeton wanted to make the committee aware of a new Teaching and Learning Technologies Initiative that is focused around hybrid courses. Some recent work suggests that hybrid courses are possibly more effective than either online or on-campus and this initiative will explore how to strategically increase capacity for hybrid courses at OSU.

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Distance Education Committee

November 2010 Minutes

Committee Members Present: Bruce Dugger (chair), Lisa Templeton, John Edwards, Roger Nielsen

Agenda

1. Committee Name Change – vote on two proposals
 2. Discuss grad student access to Ecampus courses
 3. Revision of standing rules.
-

1. **Change committee name?**

"Distance Education" is an outdated name that fails to capture the evolving nature of online education at OSU. For example, 25-30% of our student credit hours at Ecampus are generated by on-campus students. Thus, the committee agreed that changing the name of the committee would be useful. Two suggestions were made: 1) Ecampus Committee and 2) Online Education Committee. We will solicit input from the other committee members and make a final recommendation at our next meeting in late November.

2. **Policy regarding on-campus students access to Ecampus courses both undergraduate and graduate**

- i. one complaint we have heard from on-campus students is that required courses in their major are only available through Ecampus, so they have to pay extra tuition in order to take a required course. I have not verified to determine if this is actually true, but, if so, the DEC may want to explore a policy about this
- ii. Graduate students on assistantship (who therefore need to be enrolled in 12 credits each term) cannot use Ecampus credits to count toward the 12 credits. This has been explained to me as a budget issue. DEC may want to explore alternative strategies or options for graduate assistants

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Distance Education Committee

February 5 , 2009 Minutes

Present: Penny Diebel (via video), Bill McCaughan, Paul Primak, Mark Wilson

I. Welcome and Introductions

II. Update on previous issues:

1. Online surveys by E-campus. E-campus is conducting surveys of users as well as working with departments to offer incentives for peer review of departmental courses. E-campus was also adding more blackboard training for instructors.
2. Update from committee liaisons. Heard from curriculum committee that they were not specifically looking at E-campus issues at this time.
3. Graduate program needs? Talked with members of the graduate council (Colwell) and indicated that suggestions can be made to the graduate school for program needs. Recommended contacting Sally Francis to provide institutional/historical context to existing policies. Dave was working with Sally on serving graduate student needs.
4. Instructor compensation (e.g., increase per credit rate)? This was explained as an issue at the Dean's level, not E-campus. The rate paid per credit by E-Campus is if the instructor goes through E-campus for payment; however, if the instructor chooses to get paid through the department/college, then it is up to those units to determine compensation.

III. New business:

1. Discussion of course development/remuneration process (e.g., is there consistency in developing new courses regarding how instructors get compensated?) – answered in item 2d. There has not been much movement at E-campus to change rate. It is complex due to various statuses (e.g., adjunct status, some in-load, some over-load, etc.). It is easier for E-campus to have their set rate and let the colleges/departments work with their 80%. It was uncertain how things would operate as some of the duties get switched to business centers.
2. Memo (see attached) from BACC committee regarding: BACC core courses that are available only online. "BCC members are concerned about creating online bacc core courses that have no analogue with on-campus courses. Some of these great classes may be less available to on-campus students and may also be significantly different from on-campus bacc core courses. Are we creating a separate Bacc Core online? Issues about exam proctoring have also been raised, especially for courses that are pre-requisites for other courses (although I think e-campus has ways to monitor this no one on the committee right now knows much about it)." In response to this issue, E-campus members of our committee noted that there was no push for online bacc core courses and that any course that is proposed to E-campus must go through the Category II curriculum process, so it is the curriculum committee that ultimately approves the courses, not E-campus. As far as proctoring, there is a system in place:
<https://exmail.oregonstate.edu/exchweb/bin/redirect.aspx?URL=http://ecampus.oregonstate.edu/services/proctoring/proctorguidelines.htm>
 Lab courses offered online. "We haven't seen a good model for delivering lab courses on line although chemistry has bought some professionally prepared "intro" labs that they are currently using and are proposing a two-course model where students do lecture components on line and labs somewhere in a lab (at a community college, a weekend seminar, or condensed summer session). This two-course model begs the question about whether labs and lectures need to

complement and build on each other and whether asynchronous labs are efficacious. The other lab model we've seen is from biology and looks more like biology experiences (e.g., growing mold in the refrigerator, looking at different meat cuts in the grocery stores to see muscles, etc.) than labs about biological/chemical/physical processes." E-campus has a variety of ways of meeting course objectives and work with faculty to bring in the latest in imagery and technological advances. Students are also encouraged to take lab courses at local community colleges. There are also hybrid options where students do part of the course online and must come to campus for labs. E-campus advises the faculty on potential models, information available elsewhere (e.g., <http://www.nitelabs.com>) and other creative alternatives, such as virtual options; however, it is the faculty members who provide content and oversight.

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Distance Education Committee

November 16 , 2009 Minutes

Voting Members Present: Dawn Anzinger, Lori Cramer, Bruce Dugger, Laurel Kristick, John Myers

Ex-Officio Members Present: Dianna Fisher – Curriculum Council, Lisa Templeton (for Dave King) – Extended Campus

Introductions

Review of Last Year's Actions

After introductions, Lori Cramer (former DEC chair) provided an overview of last year's activities.

Media Services and DE

John Myer spent time providing an overview of Media Services that might be of interest to faculty. New technology for delivering materials for both online and on-campus courses include Media Manager, video conferencing services (e.g., committee meetings, thesis defense), live streaming video, and capturing and delivering lectures via podcasts.

Review Standing Rules of Committee

We spent 45 minutes talking about the [standing rules for the DEC committee](#) (link page 3 as a PDF to underlined text) and possible agenda items for this academic term. It quickly became clear that the role of the DEC, relative to other standing faculty senate committees, is not clear. Several of the standing rules are either not workable or are currently being dealt with by other standing committees (e.g., Curriculum Committee, Graduate Council).

Similarly, of the list of possible agenda items for this year, several are being dealt with by other standing committees, including items 1-3 in the standing rules:

1. Do we need a policy on degree requirements on-campus vs. through DE?
2. Should on-campus degree programs be allowed to require DE courses?
3. Articulation between graduate school and Ecampus regarding graduate student access to DE courses.

At best, our input seems redundant. This level of redundancy has increased as Ecampus has expanded exponentially at OSU and become a more central player in the delivery of curricula. With that change in status, the committee felt there was a need to review the fundamental role of the DEC at OSU by reviewing the standing rules of the committee.

Our meeting in January will start a discussion focused on reviewing the standing rules of the committee.

Hybrid Courses

Finally, we discussed hybrid courses. Lisa indicated that Ecampus is preparing a document dealing with defining "hybrid" courses. When a draft is ready, they will distribute it to the DEC for comment before they forward it to administration.

Tasks for the next meeting:

1. Chair Dugger will contact relevant Faculty Senate representatives and bodies (e.g., DEC, Executive Committee, Faculty Liaison, Committee on Committees, Curriculum Council) to seek their input on the role of the DEC.
2. Ecampus reps on our committee (Fisher, King, and Templeton) will seek input from Ecampus about what

role they see the DEC playing. Discussions made it clear that Ecampus currently does not view the DEC as serving a consistent role in either identifying or resolving problems associated with DE programs at OSU. Most such activities occur in other standing Faculty Senate committees.

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Distance Education Committee

October 16, 2008 Minutes

Present: Lori Cramer, Kay Stephens, Laurel Kristick, John Myers, Alfonso Bradoch

- I. Welcome and Introductions
- II. Reviewed Policies and Standing Rules
- III. Reviewed History of DEC (<http://oregonstate.edu/senate/committees/dec/>)
- IV. Brainstormed topics/priorities for the coming year, such as:
 1. Follow up on 2006-07 Ad Hoc Subcommittee recommendations:
 1. Fees and the tuition plateau – discussed whether or not necessary. Faculty senate budget committee, along with university budget committee and curriculum council, is looking into this issue. Did not decide on recommendation from this committee at this time.
 2. Porting on-campus course to e-campus delivery (liaison required?) – curriculum council was looking into this issue. This would be a department issue, but would need peer assessment. Larger issue centers on access issues; that is, if it is a required course and no longer offered on campus, students should not be forced to take the online version. No formal recommendations at this point.
 3. Data base on courses ported on the Academic Programs website – completed by Ecampus.
- V. Discussion item: Graduate program needs (e.g., scholarship eligibility for off-campus students, remote oral exams, thesis or residency requirements, etc.) – Discussed how the existing structure of graduate tuition remission for on-campus GTAs/GRAs prevents students from taking online courses (graduate school policy). Online graduate courses can not be part of degree program for on-campus students. Online students are not eligibility for most scholarships. The residency and exam issue was being addressed by the graduate school and under review with the graduate council. More information is needed from graduate school, graduate council to continue this discussion.
- VI. Review funding model (are there equity issues across units?) – ran out of time for fully discussing this issue; an issue being discussed by the university budget committee.

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Distance Education Committee

April 19, 2007 Minutes

Present: Mark Wilson (Chair), Mark Merickel, Kay Stevens, Ghadeer Filimban, Mark Dinsmore, Paul Primak, John Lee (Curriculum Council), Brett Jeter, Penny Diebel (by phone), Tom Shellhammer, Susie Leslie, Sarah Williams (Notes)

I. Implications of the new alignment into "University Outreach and Engagement"

- Mark Merickel reported that Extension is looking at ways to work with colleges and the new alignment with Ecampus should move this forward. The biggest impact will be in K12, due to the work of Extension in this area. Another important focus will be the non-credit domain of workforce development. Ecampus is just learning about Extension (see The Strategic Goals of Extension). Outreach and Engagement is the most significant theme of NASULGC these days. (NASULGC is the National Association of State Universities and Land-Grant Colleges.) The Provost will develop a Steering Committee, and then a Commission, of internal and external participants to give shape to the new division and alignment. Sabah is also hoping that International Programs will work with the Division of Outreach and Engagement.

II. Our P&T policy: Update

- a. Mark Wilson has had no response to his emails. It was suggested that he contact Sara Eklund, Becky Johnson's Assistant, or Susie Leslie.
- b. Update after the meeting: According to Moira Dempsey, our FS Executive Council liaison, Roger Nielsen and Becky Johnson both applauded the work the committee did regarding the P&T guidelines. Our document will be appended to the P&T revised guidelines as a link for clarification for Distance Education issues. Mike says that our work has been accepted and no further action is required.

III. Course Assessment and Review (Penny and Mark W.)

a. Reports from subcommittees

1. [Policy statement wording](#)

- Mark Dinsmore discussed the wording change of #4 ("at parity with"), which is consistent with the other wording. The new wording still sets a challenge to get the student response up to a reasonable rate.
- **ACTION:** The 4th Statement is accepted, and the Distance Education Committee now has a policy on Course Assessment and Review

2. [Guidelines for Peer Teaching Evaluation](#)

- Ghadeer reviewed her changes and comments. Penny reminded the committee that this is just an example of one department's way (Fisheries and Wildlife) to envision peer teaching for distance education. Changes are not this committee's charge. Our primary concern is about distance education.
- The review subcommittee (Ghadeer and Kay) added a section on Course Delivery Technology Review. They could add a statement or recommendation that members of a peer review committee attend a class more than once, or get into Blackboard and see what the class looks like.
- Ghadeer suggested dropping the first bulleted item under "Who Should Experience Peer Teaching Evaluation" if we include distance education courses in the second bulleted item.
- Mark W. proposed that the revised version be described as "an example of guidelines for peer review of distance education courses" that have been "adapted from guidelines used by the Department of Fisheries and Wildlife, and accept all revisions

proposed by the subcommittee. The DE Committee membership will be listed as contributors. There will be a link to this attachment on the Committee website.

3. Website design

- There was discussion about whether the Committee website should be a repository of information, and who would be responsible for updating it. Mark Dinsmore reported that the Faculty Senate site is oriented to finished documents, so we should consider having CWS create a website. We will need an org code, with Vickie Nunnemaker as gatekeeper. We can work with Vickie to create a site, and then the content will be up to us. Brett added that if we go to CSW, it will make it easy for Vickie and ourselves to edit content.
- **ACTION:** The Committee will have a Distance Education website under Central Web Services.

b. Next steps

1. Get the supporting materials on the Web site
2. Prepare a cover memo that describes the context of and motivation for the policy
3. Contact the relevant parties
 - Curriculum Council
 - Academic Affairs
 - And so forth

IV. Curriculum Council

- The Curriculum Council is still examining the "right relationship" between the two committees; previously they were unaware of the DE Committee's existence.
- Their main issues are the costs of taking distance education courses, and pedagogical issues. For example, there are some History courses where students have to ask permission to take distance courses; several courses have prerequisites, and the corresponding distance courses have no prerequisites.
- Mark Wilson asked if our policy statement had a favorable reception.
- John Lee wanted to know how to ensure that distance courses are equivalent to face-to-face courses. Should there be some mechanism that the department chair and college curriculum committee should sign off on a distance course? Susie Leslie noted that the same issues come up in the Undergraduate Education Council, and they developed a flow chart of who has reviewed the course. Lee added that parity is the issue. Learning outcomes should be the same. This is a trust issue at the department level, both in the approval and the assessment process.

V. Exchange of distance education courses with institutions abroad (Paul)

1. Opportunities

- OSU has relationships of high quality with institutions abroad and some have approached us about distance education. We should think proactively about curriculum, finance, guidelines, instead of waiting for things to happen.
- Ewha Woman's University in Seoul, Korea, would like to partner with OSU, but approval of courses, transcripts are complex. Brett inquired about how this differs from international students already taking distance courses. Institutional relationships are based on mutual tuition waivers. Mark Merickel mentioned that attaining a common tuition between partners is very difficult; but some do summer intensive visits, so partnerships are helpful here. A subcommittee would be timely. The driver will be the mission of the university and opportunities for course content. Globalization is part of OSU's land grant we could "flesh out."
- Mark Merickel advised beginning to gather best practices, for example, from Forestry's program with Chile.
- Paul will work on researching other land grant institutions' programs and also talk to Becky Johnson. Mark Merickel advised showing support from this committee, carrying it back to Becky Johnson for a broader discussion across campus.

Next Meeting: Wednesday, June 6, 10:00-11:30 a.m., 4142. Mark Wilson asked the group to let him know of other items; Mark Merickel will present an update on Outreach and Engagement.

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Distance Education Committee

February 26, 2007 Minutes

Present: Mark Wilson, Mark Merickel (ex officio, Extended Campus), Ghadeer Filimban, Maureen Kelly (ex officio, Library Committee), Kay Stevens, Tom Shellhammer (ex officio, Budgets & Fiscal Planning Committee), Penny Diebel, Paul Primak, Mark Dinsmore, Brett Jeter

I. Policy on Promotion and Tenure

- A. Mark has not heard back from the P&T Committee on the wording, but the Chairman of the P&T Committee expected a favorable response. No response yet from the Vice Provost's office. Mark Wilson will follow up.

II. Liaison with the Curriculum Council

- A. **Report:** Mark Wilson reviewed the context of his report to the Curriculum Council: when an existing course gets a distance course added, should this trigger a curriculum review? Is there a conflict of interest? A subcommittee of the Curriculum Council will prepare a report and will include a member of Ecampus, Alfonso Bradoch.

B. Response:

1. *Quality.* Penny Diebel remarked that a Category II review would not reveal quality of the course. Mark Merickel said that Ecampus would support research on the relative effectiveness of distance and face-to-face courses. This group could create questions and Ecampus would fund the research. Ghadeer Filimban is utilizing in her research simultaneous surveys of teachers and students. Penny suggested that we let the committee know that the DE Committee supports peer review of the courses and would like the CC to collaborate in this effort. Mark Merickel distributed the NW Council on Colleges and Universities accrediting standards which Ecampus uses as standards (Mark will email these to Penny Diebel).
2. *What might require Category II review of distance sections?* The current financial model will be operating for two more years. It is possible that the budget model has led to a different mix of instructors who are involved in face-to-face courses, with a higher proportion of fixed term instructors, adjunct professors, and GTAs. Mark Merickel reported that 69.2% of Ecampus faculty are tenured or tenure-track; that is high compared with other schools. We do not know the comparable figure for face-to-face courses. Maureen Kelley pointed out that distance sections put higher technical demands on libraries. She urged that the library system be involved when distance courses are created, such as during the Category II process.

Action: Mark will summarize the discussion and share with the Curriculum Council.

III. Policy on course assessment and review

- A. **Identify the steps to complete this project: what do we need to do to complete the project.**
 1. **Refine the wording of the statement:** Penny reviewed the materials on the website. The purpose of this policy is to make sure Ecampus courses are included in the evaluation process. Penny went over the four points of the DRAFT Policy Statement on DE Course Assessment again. A discussion of whether to soften the language was resolved when Tom Shellhammer reminded us that FS committees recommend policy, not implement programs. **Action:** The wording of the policy is acceptable. This topic was revisited later in the meeting in discussion of #4 of the Policy:
 - 4) *Online student evaluations of teaching and survey techniques will be developed that result in response rates no lower than rates from in-class evaluation tools. Instructors will utilize these on-line evaluation tools or other means to maximize response rates.*

Mark Dinsmore asked how mechanisms can be built for student evaluations online. Pressure from department chairs usually work best. Penny sends the questionnaire out with her last quiz, rather than online, since better results come from paper rather than online. Tom noted that policy #4 focuses on rate rather than student evaluations. Mark Dinsmore noted that we have exemplars for the other policy statements but not for #4. Perhaps we could change the wording to "parity with in-class evaluation tools." The consensus was to reword policy #4 to emphasize the importance of student evaluations in peer review.
Action: Mark Dinsmore and Paul Primak volunteered to work on this via email.

2. **Decide what supporting materials go onto our Web site**

a. *Guidelines for Peer Teaching Evaluation.* Guidelines for Peer Teaching Evaluation were provided by Fisheries and Wildlife, edited by Penny to include distance courses specifically. The committee agreed that its role is to recommend that guidelines such as this be made available and be used. Penny suggested that a member of Ecampus (or someone else with knowledge of distance education) should be on the peer review committee to add background and expertise on the course delivery. Brett suggested that Ecampus provide a mentor for departments and new instructors when beginning course development. Penny added that the mentoring program could work through the Center for Teaching and Learning's pool of exemplary teachers

b. *Ecampus Course Standards*

c. *Suggested Elements for Review of Online Instruction*

Discussion. Mark Merickel stated that the policy statement could stand on its own, but wanted to make the supporting documents available as well. Tom pointed out that the supporting documents are models, good examples, rather than prescribed procedures.

Action: The committee agreed that the supporting materials should be available to interested parties but separate from the policy statement.

3. **Agree on a plan for approaching the interested committees and administrators:**

Mark Merickel suggested sending a liaison to the Faculty Senate Executive Committee as a spokesperson, including the policy statement and the three documents above. All are a body of knowledge. We should not be prescriptive but propose how to administer this beyond the policy. Mark Wilson suggested that the cover letter to committees would be the place to include information about and links to the supporting materials. The FS Computing Committee was added to the list of liaison contacts.

4. Mark asked for volunteers to evaluate the wording of the Guidelines (a).

Action: Ghadeer and Kay will review it, from format to wording. Mark Merickel will send this to Paula and Alfonso for their review.

Action: Brett and Mark Dinsmore will review the design of our webpage as a portal to the supporting materials

IV. **New business**

A. **Staff fee requests** (reduced tuition) do not apply to distance learning. Does this interest our committee? There are a limited number of courses available on some campuses so distance courses are appealing. Does Ecampus know how many staff take their courses? OSU was the last OUS institution to move away from the staff fee rates for distance courses; this is a matter of being able to pay the faculty. Ecampus was charged by the Provost and the Dean of Extension Service to support faculty who are not near campus. Ecampus did come up with a solution, which might eventually move to wider application but for non-resident staff and faculty only.

Action: This item will be on the next agenda.

B. **Other new business:** Exchange of distance education courses with institutions abroad.

Action: This item will be addressed next time.

C. **Next Meeting:** Spring Term.

Action: Mark Wilson will send out an email to the committee.

Minutes prepared by Sara Williams

Faculty Senate

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Distance Education Committee

November 29 , 2006 Minutes

Present: Brett Jeter, Bill McCaughan, Mark Wilson (Chair), Paul Primak, Ghadeer Filimbag, Mark Merickel (guest), Maureen Kelley (via distance), Penny Diebold (via distance), Mark Dinsmore

Notes: Sarah Williams

1. Internal Policies

1. Intellectual Rights

1. The Faculty Senate visited this topic in 2000 and 2001. Furthermore, the Oregon Administrative Rules already cover the broader issues.
 2. After some discussion about both the state and the federal law the Chair had recommended eliminating this policy as moot, but, Mark Wilson agreed to contact Maureen Kelley via email and have further discussion before the committee takes action
2. [Defining the scope of the committee](#): The committee continued its previous discussion about how to define distance education. Some comments included the following:
- Bill McCaughan felt that there should be a focus on credit courses, both those that satisfy requirements for a degree, and stand alone courses. Non-credit is so broad and defined in many different ways, so a policy would have to be very general.
 - Using Section 400 also is too narrow within OSU, since going through Ecampus is different from distance education.
 - Brett Jeter reminded the committee that internships include both on campus and off campus learning.
 - Ghadeer Filimbag noted that distance education includes several modalities, including online and video. Bill suggested adding this wording to the first sentence: "...and communicate primarily via the application of technologies."
 - Asynchronous courses on campus are a department and curriculum issue. Brett pointed out that there are increasing numbers of on campus students and Corvallis students who choose to take online courses, which impact instructors' office hours and other services.
 - Mark Merickel suggested that within the non-campus based modality, the critical elements are student services, though the baseline is quality. Services need to be elevated in the consideration of distance education.
 - Bill concluded that we are building a campus through which people access their education. Therefore, the present wording on asynchronous course delivery should be retained, and we have a better understanding of what that means.
 - **Action: The amended [policy statement](#) is accepted.** Mark Wilson stated that the committee now has a set of policies that are approved.

2. Continuing Projects

1. Draft policy on course assessment and review

1. Action: Refine the wording of the statement.
2. Action: Decide what supporting materials go onto our Web site
3. Action: Agree on a plan for approaching the interested committees and administrators.

This discussion was tabled due to poor telecommunications with off-site members.

2. [Policy on promotion and tenure](#): Mark W. had circulated comments from the P&T and the Faculty Status Committees. He incorporated their suggestions into the present draft policy. Additions are

underlined. Number 5 is still an issue. Our purpose is to hammer out the wording, take it to the Vice Provost and then to the P&T Committee.

- Mark M. commended the committee on this step forward. He had not seen modified #5, but distributed some recommendations ([Curriculum and Course Content as Scholarship](#)) He reviewed the four bullets, emphasizing that distance education course content is considered scholarly or creative activity.
- Bill referred to #5: the process for materials generated related to a course does not have an adequate outlet for review and validation. The current RFP for research projects could include development of a process with other institutions. Mark M. responded that Ecampus would support this.
- Bill cited the materials created by Mark Wilson for his courses online, and the issue that there is no process for other faculty to use this material for their online instruction. Mark Merickel added that there are ways for curriculum to be validated, including databases where you can share content and have it reviewed. If the DE Committee presented this it would be helpful.
- Mark Dinsmore noted that the problem is that technology keeps changing, making it difficult to compile an "electronic dossier." Mark W. suggested that the DE Committee could address a policy that favors providing such services to faculty.
- Bill suggested that it might be worth identifying some organizations like Merlot and work together to put together a national group to formalize this process.
- Mark Merickel added that the change in P&T Guidelines has opened up the possibility of interpretation. If we can articulate to faculty the ways to do this and present models, we would be far ahead of other universities. Bill noted that textbooks are also now appearing in electronic form.
- Mark Wilson mentioned that the DE Committee Policy should probably be to promote guidelines, like those specified in Mark Merickel's draft, rather than to implement guidelines.
- Mark Merickel emphasized that addressing this issue with the P&T Committee will move them in the direction of examining distance education with better understanding. Faculty will also benefit by getting credit for their work and motivation to pursue this kind of work.
- **Action: Mark Wilson will revise item #5 to three versions with three levels and distance education specific for the next meeting's discussion.**
- The group continued to work on points 1-4. **Action: Number 1. Courses offered....Leave as is. Number 2. Include "promotion dossiers" in 1, 2, and 4. Number 4: Suggests "can be" instead of "is."**

3. Other: Mark will send out an email about the next meeting.

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Faculty Senate

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Distance Education Committee

October 16, 2006
Minutes

Present: Mark Wilson, Penny Diebold, Sarah Williams, Dianna Fisher (for Bill McCaughan), Mark Dinsmore, Ghadeer Filimbag, Paul Primak, Kay Stevens

I. Welcome and introductions

- Mark Wilson, Chair of the Committee, began with introductions:

Kay Stevens, from the College of Education Teacher Counselor Education, has been teaching online since 1999. She will author a new online course next term.

Dianna Fisher, Director of Project & Development at Ecampus, is filling in for Bill. Her unit builds courses and provides training for faculty in online instruction.

Mark Dinsmore, Media Services, works to incorporate technology into faculty teaching.

Ghadeer Filimbag, Graduate Student, is working on her dissertation on the quality of distance education courses at OSU.

Paul Primak, International Exchange program, is interested in applications for "long distance" education.

Penny Diebold, OSU professor at EOU in LeGrande teaches both face-to-face and distance courses

Sarah Williams, Assistant to the Dean, OSU Extended Campus

Brett Jeter, Student Recruitment, College of Agriculture, was unable to attend.

Bill McCaughan, Dean of Ecampus, was unable to attend.

Maureen Kelly, Distance Education Librarian, was unable to attend.

II. Review and consider approval of the annual report from last year

- *The [2005-2006 annual report](#) was approved.*

III. Review and possibly approve our internal policies

- Mark Wilson provided background concerning internal policies: we are required to document our internal policies and make them available to the Faculty Senate Executive Committee. Our internal policies are also important for our own institutional memory. Two have been officially approved so far. The Chair opened the meeting to discussion of the [Policies of the Faculty Senate Distance Education Committee](#):

1. The Scope of the Committee: Mark Dinsmore opened a discussion of the forms of distance

education, since a variety of educational offerings at OSU come under the umbrella designation of distance education. It was suggested that perhaps the DE Committee should define both "distance" and "education." Penny noted that 95% of traditional credit courses offered to students are for non-resident students, but the need is to define the other 5%. Kay Stevens qualified that she was teaching a face-to-face course in Tillamook through Ecampus, using BlackBoard. Dianna mentioned that Ecampus offers several hybrid models of courses; for example, a Microbiology course this summer, which was an Ecampus course, although students were required to come to campus twice during the summer. Ecampus courses are all identified as Section 400; asynchronous courses for on-campus students are Section 200. This process of designation goes through the Department and the Scheduling Desk. Kay mentioned the revenue share, where revenue comes back to the department if it is an Ecampus course. Dianna qualified that it is the Banner designated code that designates a distance course. She explained the Ecampus Intake Committee process, where courses are approved for distance delivery but hosted and oversight are by the Department. In terms of overall policies, distance courses should be treated like other campus courses. **Mark W. offered to find out about Banner and the original designator of distance education. He will try to write a policy on distance education courses.**

2. Administration related to Extended Campus

- **The Committee will continue to support the Revenue Share Model of fall 2003.**
- Ecampus has MOU's with both colleges and individual departments, but not all. The wording about memoranda should therefore remain. Substitute "continuing development" for "the creation" in the sentence: The Committee supports the creation of Memoranda of Understanding..."
- Mark Dinsmore made a motion that we accept the changes and Paul seconded the motion. The policy with the change was approved by acclamation

3. Other

- The policy for intellectual policy is in the faculty handbook and follows the OUS system policy. Discussion on this section will be tabled until next meeting, when Kay will let the committee know the OUS wording.

IV. Discuss the next steps on our continuing projects from last year

A. Policy on Distance Education Course Assessment and Review

- Penny Diebel brought everyone up to date on this. Penny talked to Ecampus, reviewed their policies, though Ecampus is not in charge of assessment of educational content, which resides within the department. She drafted a policy that says that Ecampus courses should be included in the on-campus assessment of any faculty's teaching, with equal weight, in the assessment of someone's worth. The last is controversial because the response rate to assessment of DE courses is usually lower, so there are ways to work with Ecampus to raise these rates of response. Ecampus has offered incentives for completion. The focus is to push the departments to measure the weight of Ecampus courses the same as on-campus courses. The committee had hoped to set up a website with materials for departments to go to for evaluation of courses, similar to the matrix of evaluation on the Ecampus website. The committee had also discussed bringing others in for the discussion from other Faculty Senate committees related to curriculum and P&T. The present DE committee can also weigh in on these policy statements. Penny offered to provide background material to the new members of the committee. Mark D. wondered if there could be a way for instructors to archive their techniques and tools used to achieve their objectives. How could we encourage faculty to do this through our policy?

B. Policy on Promotion and Tenure Issues

- The current P&T guidelines do not handle distance education well. The committee last year, therefore, developed a draft policy which was shared with the FS Promotion and Tenure Committee and the FS Faculty Status Committee, which were very supportive. Mark Wilson

proposed that he share the comments and incorporate them into another version of the policy and bring it forward to the Committee for approval.

- A portfolio can be part of the P&T dossier. Penny suggested that a scaled down version of the course go on a CD so that it could be reviewed in Blackboard. Ecampus might be able to help with this. Mark Dinsmore suggested that Frank Kessel could create a portfolio for course content in Blackboard.
- Currently, agreements about teaching are mostly verbal rather than being in the position description. Penny cited a recent recruitment for teaching a class, which in actuality includes one section on campus and one section via distance. Part of the issue is about faculty not wanting to teach distance courses. ***Mark W. will incorporate comments and bring to the next meeting.***

V. Hear from new and continuing members about priorities for the coming year

- Paul Primak brought up the notion of exchanging distance education courses with international partners. The salient issues are tuition and intellectual property rights. Part of the issue is the tuition waiver agreements for students.
- Mark Dinsmore asked about presenting discussion boards in an effective way, as well as creating portfolios, blogs, and webcasts.
- Blackboard training is obviously a need across campus. Ecampus has four trainers, with 24 hour access to Ecampus. A lot of faculty are pressured into using BlackBoard by student requests for it.

VI. Next Meeting: *Mark Wilson will send an email to committee members.*

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Distance Education Committee

January 27, 2006 Minutes

Present: Penny Diebel (via video), Bill McCaughan, Paul Primak, Mark Wilson

I. Updates and discussion on continuing project:

- A. "Insure that all distance education offerings are fully accessible to persons with disabilities"
 - 1. Bill confirmed that the IT accessibility program was presented as planned to the Provost's Council, which approved the guidelines for accessibility and distributed them for implementation.
- B. "Address promotion and tenure issues" (Mark)
 - 1. Mark presented a draft policy statement on P&T issues as they relate to distance education. (See attachment "P&T A.") This draft arose from the presentation and discussion at the committee's December 12 meeting.
 - 2. The consensus favored the draft and agreed that these policies were important to have in place.
 - 3. Questions remained about the fifth policy, concerning the handling of online textbook material.
 - 4. **Action: Mark will collect more information and report back at the next meeting.**
- C. "Maintain the educational quality of distance education" (Penny)
 - 1. Penny presented her report on "Current assessment procedures for distance education courses" and the Committee discussed the information and issues she raised.
 - 2. *Course quality standards.* The existing course quality standards (attachment "Assessment B") published by Ecampus provide both guidance in course development and delivery and a framework for evaluating course quality.
 - 3. *Assessment: peer review.*
 - a. Ecampus is also developing an assessment format, "Suggested Elements for Review on Online Instruction" (attachment "Assessment A"). Penny reported that no department has completed an assessment of their distance courses.
 - b. Penny reported on her interviews with the chairs of History (Farber) and Psychology (Bernieri) to ascertain the perspectives of two departments that are working with Ecampus on assessment. See Penny's report (attached) for details on some of the structural and psychological hurdles to the development, delivery, and assessment of high quality distance-education courses.
 - c. A recurring issue in discussions with the departments and within the Committee is whether assessment of distance-education courses should be identical to assessment of face-to-face courses. The Committee agreed to consider the following policy: distance courses should be peer reviewed, at least as frequently as face-to-face courses. One position about review standards is that standards should be the same for distance and face-to-face courses, but assessment details should differ. Mark pointed out that the "Suggested Elements for Review on Online Instruction" contains very few distance-specific elements.
 - d. The Committee discussed that policy surrounding peer-review of distance courses is a separate topic from promotion and tenure, although peer review is an important component of the promotion and tenure dossier.
 - e. Penny suggested that the planned Ecampus three-year course review cycle could be a trigger for department peer-review.

- f. Penny pointed out that peer review will also help promote communication among faculty and educate faculty who are not involved in distance education.

1. *Assessment: student evaluation*

- a. The Student Evaluation of Teaching remains the main vehicle for student assessment of course quality. The SET continues to be hampered by low return rates.
- b. Bill and Penny suggested that instructors, especially instructors in distance-education course, have the tools available to require a SET be submitted before some part of the course becomes available. This could be a recommendation/policy of the Committee.

2. *Other discussion of the report*

- a. Paul asked whether OSU's assessment efforts could be aided by examining the best practices conducted elsewhere. Bill responded that OSU was at the forefront, at the top 10%.
- b. Penny reported that a common pattern is that distance courses are taught by adjunct faculty or as overload. Some departments (such as History) do not include distance education as part of job descriptions. Mark pointed out that some departments do have regular faculty teaching distance courses as part of their job descriptions.
- c. The Committee discussed whether faculty were being treated fairly, departments are losing track of courses taught by adjunct faculty, and these issues were matters of the FS Distance Education Committee (vs. the Faculty Status Committee).

3. **Action**

- a. The Committee agreed to gather more information before proceeding. Specifically, Mark will talk with Dan Arp (past chair of the FS Promotion and Tenure Committee and his department head), Penny will talk with Dan Edge (head of the Department of Fisheries and Wildlife), and Bill will bring in a sample Memorandum of Understanding between Ecampus and departments.
- b. Penny will draft policies for discussion at the next meeting.

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Faculty Senate

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Distance Education Committee

April 17, 2006 Minutes

Present: Bill McCaughan, Mark Wilson (Chair), Penny Diebel (via video), Maureen Kelly (via video), Paul Primak

Minutes: Sarah Williams

- I. **Business:** Bill Boggess, President of the Faculty Senate, emphasized that changes on policies need to be approved by that body. There was brief discussion of when to address changes in the standing rules, including who should be ex-officio members and the drafting of a final report. Review of the standing rules and internal policies might be useful as an orientation tool. **The committee decided to wait until fall term and use it in this way.**
- II. **News:** The Ad Hoc Committee to review the Blackboard Learning Management System has approached Mark Wilson to represent the DE committee in its discussions. The plan is to conduct a survey of users, students, and others to determine their opinions. Bill voiced his concerns about the Ad Hoc committee and its goals, including options if Blackboard were found to be wanting. BB has potential that has not been explored; the potential for disruption and the cost has to be factored in. Only one person, Frank Kessel, supports Blackboard and its server on campus. Bill noted that three types of faculty should be separated in the survey: sophisticated users of BB for on-campus courses, sophisticated users for distances courses, and non-sophisticated users. (A fourth category is non-users of Blackboard.). Penny noted that Eastern has switched to BB. OUS had underwritten "ECollege" but that meant that everything was resident on that company's server. Mark reported that the original intention was simply to review the process but this has now changed to focus on BB. The survey will consist of a hierarchical series of questions, splitting out the non-users. Bill also asked how we will transition and pay for a new system without major disruption. Several years ago, he participated in the process of selecting BB and met all major vendors, who came to this campus and presented to the entire administration, from the Faculty Senate to the Kerr Administration. Mark will report these comments to the Committee.
- III. **Update and discussion on "Maintain the educational quality of distance education"**
 1. **Update**
 - Penny reviewed the [Draft of the Policy Statement on Distance Education Course Assessment and Review](#). Policy statement #1 addresses the frequency of peer teaching review of distance courses; statement #2 states that individual departments are responsible for distance course and instructor review; statement #3 states that the review process will include peer assessment of instruction; materials, and methodology; statement #4 address response rates of student evaluations.
 - **Attachment 2:** *Guidelines for Peer Teaching Evaluation*, (edited in red by Penny) Penny revised these guidelines, provided by Fisheries and Wildlife, as if F&W were to include their distance classes explicitly. Penny reviewed the areas she had added, including the Peer Evaluation Committee, with input from Ecampus; Procedures for Conducting Peer teaching Evaluations, (2.f): any distance teaching materials to be included; Course Delivery Technology Review: a committee will set up a process to review the technology, similar to a classroom visit. The rest of the document could also be applicable to off campus courses.
 - **Attachment 3:** *Suggested Elements for Review of Online Instruction*: This document was provided by Ecampus and could be used by a peer review committee.
 - **Attachment 4:** [Sample MOU](#) (from Ecampus): On p. 3 of this template, it outlines responsibilities of the partners, including that the college and department will be responsible for curriculum oversight, approval of instructor credential and performance evaluation, and evaluation of courses, programs, and instruction. Bill pointed out that Ecampus surveys are designed to be mirror images of what the students fill out in the classroom on campus on evaluation of courses. When a course is put together, Ecampus also seeks input on the

course quality.

2. Discussion

- **Attachment 5: Online Student Evaluations:** Bill had circulated this document from the University of Idaho (<http://www.webs.uidaho.edu/ipb/studentevals>) where both resident and online students participate in online evaluations. We could consider what other pressures/incentives would get students to respond. Penny said that there are faculty who give extra credit to those who fill out the survey. Faculty should make sure the placement of the survey is not hidden and that students are reminded regularly; sometimes the final is not distributed until the evaluation is given out. If all evaluations were moved online, and those incentives added, the returns might increase. Bill would like to employ the delay of the final until the survey is complete. Penny noted that some students are adamant about not filling out a survey. Paul mentioned that overseas students read and sign a learning agreement, and evaluation could be one component of that. This might be part of the instructor's expectations in the syllabus. Or insert the evaluation between the completion of the course and the final. The technology would have to be in place, but this could be automated in Blackboard. Or let the proctors know that they should not give the final until the survey is turned in. Wording could be used to indicate that the course is not complete until the survey has been submitted. These are not difficult changes, which could be implemented in a month. **Bill will check to see if survey completion could show up in the gradebook.** If this technology were in place, policy #4 would be viable. Penny noted that a lot of departments still don't do peer teaching reviews, particularly after faculty meet tenure requirements. Bill suggested putting these documents together, deciding what is essential, and then bringing in others to "help put the documents into a single process."
- **ACTION: Mark moved that the DE Committee accept the working policy on evaluations for distance courses. The motion was accepted by acclamation.**
- **Other Committees:** Mark asked whether it is time to bring in other committees on this process. Others might include the Curriculum Committee, Promotion and Tenure Committee, Advancement of Teaching Committee.
- **The Attachments:** As a cover, the Committee could suggest that there should be a formalized process to implement the policy, and on behalf of this we have gathered information on this and suggest a collaborative effort result in a tool that would result in the implementation of a policy. We could bring in someone from F&W to say how they use this procedure. These are current documents that are available for departments to use in implementing this process. Penny would like to get back to Dan Edge with her addendum noting that she edited it. Ecampus could add this to our faculty handbook as part of the process.
- **Bulk:** Mark questioned the utility of a 22 page attachment to a one page policy. Bill suggested that we create a course assessment webpage, with the material on the webpage. Penny and Mark could work on a blurb to describe each link, to be included on the FS Webpage.
- **Summary:** Penny will talk to Dan about permission to use FW documents. Mark will inquire about creating a Web page on the FS DEC Web site. **Mark and Penny will work with other FS committees and liaisons between now and next meeting and report on what the other committees think about the policy and how best it should be implemented.**

IV. Status report on "Address promotion and tenure issues"

- Mark was to talk to the FS P&T committee about online textbooks. He reported that an online textbook does not carry much weight in P&T issues. The key distinction was whether it was peer-reviewed. An online textbook is unlikely to get published, so there is a need for a way to get online textbooks reviewed by peers. **Mark suggested that Ecampus create a process for peer review of online textbooks to give some kind of certification for P&T materials. Bill responded that Ecampus would be "elated" to facilitate this process.** Bill recently returned from an Accreditation Committee and online textbooks came up; they have been talking to publishers who think they should be in the business of publishing them online. We could put together a multi-institutional peer review committee for online textbooks. Penny thinks it would help those faculty that go that direction. Ecampus can explore how many online textbooks there are. There are peer reviews for online journals already. **Mark will contact the P&T Committee, Becky Johnson, and the Advancement of Teaching and Faculty Status Committees.**

- V. **How to handle ex officio members:** Ex-officios are supposed to be joining these meetings; the committee decided to invite ex-officio members to participate in meetings that are directly relevant to their associated committees.

- VI. **Next Meeting:** Sarah will let Mark know when Bill will be out of town. Paul will be absent May 21-28.

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Faculty Senate

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Distance Education Committee

December 12, 2005 Minutes

Present: Penny Diebel (via video), Mark Wilson, Bill McCaughan, Ron Stewart, Paul Primak

Notes: Sarah Williams

- I. **Introductions:** Members of the Committee introduced themselves.
- II. **Updates and discussion on continuing projects**
 - A. **"Insure that all distance education offerings are fully accessible to persons with disabilities"** (Ron)
 - **Update:** The committee had considered sponsoring a competition to develop accessible courses in distance education, to bring forth course exemplars. A Texas nonprofit company, Knowability, committed to facilitating this project with OSU in zero week of summer term. The cost of their participation will be \$10K. The zero week project would be training, followed by development over the summer, and the contest would be run at the end of the summer, judged by OSU staff, overseen by Knowability. OSU would retain licensing rights. The overall IT Accessibility program will be presented to the Provost's Council on Wednesday, December 14. Ron will request support for the contest, with ideally 10 courses, either new or major retrofit. Bill suggested writing a proposal with outcomes (due to the budget crunch), before presenting the request for funds to the Provost. The competition should be tied to the new IT guidelines and seen as part of its implementation; distance courses are an extreme test for accessibility. Bill noted that access to BaccCore courses is becoming more difficult; online courses, to be used by resident students, would have appeal.
 - All Category I and II proposals now have to address accessibility, making this project quite timely.
 - B. **"Maintain the educational quality of distance education"** (Penny)
 - **Update:** At the previous meeting, Penny offered to create discussion points about judging the overall quality of DE courses. She has since gathered material. Bill noted that the Ecampus website offers a range of training for faculty, including tutorials, a list of best practices, and links to resources for development. There is also a survey, and survey results are listed for 2005 to faculty. In the MOU's with each college, it is the department responsibility to maintain the quality of the course content. There is a "refresh" cycle for courses, on a content basis, established by the faculty member and the Ecampus production team; also updating the software and techniques used in the courses. Paula Minear will be developing the peer review process for distance courses; one department has agreed to pilot this. In Paula's unit (Department and Student Services), Alfonso Bradoch is developing a website called AdjunctMatch, where faculty who want to teach online, at OSU, can put their credentials, to be met by a university's needs. These faculty must have prior teaching experience online, which must be validated. The Adjunct Match program is being developed by WEST, a WICHE subunit. Penny has used many of these materials.
 - **Plan of Action:** Maureen Kelly has done a literature review of peer review of distance courses; Penny will contact her. ***Penny will present material at the next meeting,*** remembering that the committee decided to focus on courses rather than programs.
 - Bill mentioned that OSU is considering requiring undergraduate students to take one or two courses online, which would necessitate having the courses available on campus. When they graduate, the bulk of their education will be available online. This option should be available to resident students as part of their regular program. Ecampus already has several of these courses for our distance students. Although lower division students are now thoroughly familiar with the technology; Penny thinks that this group is also the most poorly prepared for online courses.

- Mark wondered about the relation between theory and practice; he noted that his class has never been refreshed, nor has Penny's, which is six years old.

C. **"Address promotion and tenure issues"** (Mark)

- **Update:** This committee last addressed this topic in May 2004. The primary issue is: Should the teaching of distance education courses be considered the same as teaching face to face? In the guidelines of the faculty handbook, there is commitment to off campus education, though it seems marginal. The Chair of the P&T committee said that teaching distance education had not arisen in the committee or in their adjudication of cases.
- **Discussion Points:**
 - Distance courses do require a lot of work for many instructors. There is therefore room for this committee to help set clear policy. It should be recognized that different skills sets are required in the development of distance courses.
 - Should we develop a policy saying that distance education is the same as resident, or different? The consensus after discussion was that the policy should be that teaching a distance course should be treated the same as a face-to-face course. At the same time, policy should recognize that distance instruction involves skills not needed in face to-face education. Distance education should be "equal but separate" (Penny) or "equal but special" (Ron). Moreover, if support is provided from Ecampus in course development and delivery, instructor effort should be more equal between distance courses and face-to-face courses.
 - Should the development and implementation of distance education be considered a creative activity? The consensus was that distance instruction *per se* did not fit under creative activity for P&T purposes. Educational research is scholarship and distance teaching might provide more opportunities for such research. (Added in editing: An open question is how to handle Web-based distance courses where the Web site is a *de facto* text book; should the Web site be counted as a publication?)
 - A third issue is how people are compensated for their efforts in distance education. They used to be treated as overload; P&T is judged on production, so the overload projects did not count. Bill reminded the committee that one of the responsibilities of the department in the MOU is to assign faculty to teach, whether overload or part of their regular teaching. Ecampus does not determine this; the department does. If this is so, the work of the faculty member must be considered in P&T by the department.
 - Debbie found that few untenured professors are willing to take on this development work, if it will not be considered. Bill noted that Ecampus support of course development and delivery is strong, so the impediment of extra effort has become less of an issue.
 - Teaching on-campus and teaching distance are two preparations; faculty descriptions should make this split very clear. Penny recommends changing the percentage to acknowledge that teaching a course on campus and via distance are different; these classes should be equal but separate and should be reflected in job descriptions. Paul commented that he is struck by the different skills needed by distance course teaching and therefore would require recognition in the P&T process. People are feeling that the extra load of teaching distance is not being recognized; if the teaching and preparation were weighed better, then it would be recognized and valued even if it is not published in a journal. Both the preparation and the publication of distance education courses should be valued.
 - The valuation of educational research journals is not this committee's topic, but the P&T Committee's decision. DEC should forward this perspective to the FS Promotion and Tenure Committee. Bill suggested that student performance within the distance education course also be published, though these articles are rarely published in the major journals. The instructor becomes more of a facilitator, which could result in more time for doing scholarly activity.
 - Unresolved questions include how many untenured professors teach distance courses and whether distance instruction remains significantly more work than other instruction. The Committee might need to answer these questions before completing a policy on promotion and tenure.

D. **"Conduct a survey of faculty/clarify the survey objectives"** (Not addressed)

- E. Paul suggested that distance courses would be an excellent way to pre-orient visiting international students. Paul asked if there had been discussion about distance education courses between partner institutions. Bill noted that Ecampus has recently met with Mark Lusk to review this, raising issues of transfer courses, tuition rates, etc.

III. **Next Steps**

- **Quality:** *Penny will be on the agenda for the next meeting*
- **Accessibility:** Ron will report at our next meeting the results of the presentation to the Provost's Council. *The committee will review the IT Accessibility guidelines once they are approved by the Provost's Council.* The DE Committee will then decide on next steps to support accessibility of distance courses.
- **P&T:** *Debbie and Mark will draft a policy that accounts for the discussion today and present it at the next meeting.*

Next Meeting: Friday, January 27, 1:30-3:00 p.m., Strand Ag 134.

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Distance Education Committee

October 18, 2005 Minutes

Present: Mark Wilson (Chair), Bill McCaughan, Maureen Kelley (via video), Penny Diebel (via phone)

Notes: Sarah Williams

- I. **Welcome and introductions:** Mark Wilson welcomed the members, who introduced themselves. Members include Mark, the Chair; Bill McCaughan, Dean of Extended Campus; ex-officio member; Maureen Kelley, Distance Education Librarian at Cascades Campus; Penny Diebel, Extension, in LaGrande; Ron Stewart was called out of town; and Paul Primak of OSU International Programs was unable to be here.
- II. **History of the committee:** The committee was created in 2002, as an outgrowth of the OSU Statewide Program. The committee has worked on a wide range of topics, from revenue sharing to granting incompletes. Last year the committee produced a draft mission statement and five underlying goals, determining that it would be a policy making committee. From the mission statement and goals, the committee identified specific tasks to tackle.
- III. **Issues and tasks remaining from 2004-2005:** Mark reviewed the tasks remaining and continuing from last year (see below).
- IV. **Discussion: Selecting our activities for the upcoming year**
 - A. **Candidate activities**
 1. Serve as Faculty Advisory board for the Dean of OSU Extended Campus.
 2. Review and compile Committee policies.
 3. Insure that all distance education offerings are fully accessible to persons with disabilities.
 4. Make recommendations to, or collaborate with, the Center for Teaching and Learning about services and materials for faculty relating to distance education, such as training on distance education, tip sheet of best practices, basic standards, and other resources.
 5. Address promotion and tenure issues.
 6. Conduct a survey of faculty, once its objectives have been clarified.
 7. Maintain the educational quality of distance education.
 - B. **Open discussion**
 1. Bill felt that the priorities should be P&T issues and educational quality, as well as getting a process in place that gives a definitive set of guidelines to provide the best experience for students. Debbie and Mark are strongly in favor of addressing P&T issues. Penny was also in favor. Bill notes that Roy Arnold had updated the P&T policies that included the Boyers Creative Scholars Component, and it might be useful to bring him into the discussion.
 - C. **Reviewing the List**
 1. Acting as an advisory board to Ecampus will continue as a matter of course.
 2. Compiling policies will be addressed as an administrative task and as the schedule allows.
 3. The Accessibility activity should be postponed until Ron is with the committee.
 4. The objective of working with the Center for Teaching and Learning is to set a policy and work to provide faculty with resources. The Committee thought the Center would be a good means to that end. Bill had suggested to Peter Saunders that distance education should be a part of his menu of services, and he seemed interested. He is doing video/audio tapes of faculty and indexing them, so he may be moving in that direction. Penny agreed. We should confer with him about how our committee and his center can best interact. Mark made the following proposal: Present at the next meeting what was discussed last year. We should review the faulty survey results from this year to determine if we should ask faculty what services they need. ***Bill will get copies of the survey results for the next meeting.***

5. Promotion and Tenure (See 1 above, under Open Discussion)
6. Discussion of the survey will be tabled until its purpose is clearer.
7. The committee discussed issues surrounding maintaining the educational quality of distance education. Mark made the distinction between working on the class level and the issue of quality of the whole system on campus. Ecampus is seeking a core set of best practices adopted by accrediting bodies that could be used for any distance course. Several members suggested that it would be unfair to begin judging when we are still engaged in providing services. We should address program quality after addressing course quality because there will be more return on our investment if we work on the course level. Bill suggested that we should build a base for determining quality; there are no criteria for comparing quality of courses on campus and in distance education. If we set standards and criteria, then we can compare. A key instrument for judging quality of instruction is the peer-evaluation system. Peer review will be helped by the use of guidelines. Ecampus has a list of expectations and standards but no one enforces them since courses are in the hands of the departments, and most departments do not know they exist. Paula Minear's group has worked with History and Psychology on development of a peer review process within their departments and **Bill will share this with the committee**. Another instrument for judging quality is student evaluation. Student Evaluation of Teaching forms are available for distance courses, but the returns are still low. Ecampus plans to track graduates to determine what they got from their program.

D. Conclusion

1. The Committee will work on two main tasks, "Addressing Promotion and Tenure Issues" and "Maintaining the Educational Quality of Distance Education."
2. Mark "volunteered" Debbie for the P&T activity, based on her expression of interest last year, and **he will send her the file he created two years ago when working on this same project.**
3. **Penny offered to work on the quality activity. She plans to collect a history of guidelines and then bring the discussion to the meeting. Maureen offered to do a literature review of existing guidelines for peer-review of distance courses, and summarize that.**
4. **Ron will continue to take the lead on the accessibility activity.**
5. **Mark will find out what Paul's interests are.**

- V. **Action item: Mark will schedule two meetings ahead, via email.** Mark will try to locate a room with two polycom connections. Everyone should code documents that they share electronically to make it easier to refer to them.

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Distance Education Committee

May 20, 2005
Minutes

Present: Mark Wilson, Ron Stewart, Deborah Healey, Bill McCaughan, Melora Halaj, Jeff Hale

Notes: Sarah Williams

I. **Approval of minutes:** The minutes of April 12, 2005, were approved.

II. Accessibility policy discussion

- Mark had asked the committee to review the latest version of the internal policy statement:
"Oregon State University distance education will develop guidelines to ensure equal and equivalent participation by persons with disabilities in programs, services, and operations. OSU seeks to be at the forefront in the creation of a complete and compelling learning experience for all students. Therefore, an educational and programmatic goal for OSU distance education will be full and equitable use by persons with disabilities, exceeding simple compliance with minimally accepted accessibility standards."
- The committee expressed concern again about duplicating efforts of the campus committee on IT Accessibility. Ron explained to the committee's satisfaction that our efforts would complement, not duplicate. He suggested changing the wording in the first sentence to "develop or adopt" to allow the DE Committee to use the campus guidelines, if we choose. "Minimally accepted accessibility standards" in the last sentence will need definition if the statement goes beyond an internal one.
- The final wording for our internal policy statement:
"Oregon State University distance education will develop or adopt guidelines to ensure equal and equivalent participation by persons with disabilities in programs, services, and operations. OSU seeks to be at the forefront in the creation of a complete and compelling learning experience for all students. Therefore, an educational and programmatic goal for OSU distance education will be full and equitable use by persons with disabilities, exceeding simple compliance with minimally accepted accessibility standards."
- Jeff reported that a box will be added to category 1 and 2 proposals to check off disability access. New programs will then evaluate their accessibility, allowing the Curriculum Committee to assess this and take it into consideration.

III. Course Development Project

- Current status: Ron met with Ecampus staff to discuss the development process and leading edge courses. He would still like to get out an RFP to the campus community, especially colleges that have "sophisticated" courses. Ron would like to get the RFP out during fall term, from the Provost's Office. Ecampus will provide some courses to work on, and identify accessibility and costs associated with that. This will put a rubric in place prior to the contest next June, which would involve development teams, rather than faculty members. Ron discussed the different levels of accessibility software and where to set the bar.
- Bill and Jeff have not yet approached Provost's Office. Bill will take care of this. (Target: mid-summer)
- Mark and Bill will get approval from the IT Access Committee to use implementation funds for accessibility for this contest. (Target: mid-summer)
- Ron has talked to Terry and to Web Services.
- Jeff will talk to the Curriculum Council about the contest.
- Ecampus has an RFP out for courses now and one will soon go out for programs. These could be new courses or redesign of existing courses. Bill mentioned that if students with disabilities are pursuing a degree track in larger numbers, Ecampus could create courses in those areas,

especially in areas where funds are available to develop.

- Ron has asked that funds be earmarked for development of the IT Access policy. Funds are available but have not been released. There is \$10,000 for materials and training and \$10,000 for course development. Up to \$1500-2000 for the cost of the accessibility piece will be allowed. The Committee would need the funds by mid-summer.

IV. Barriers to distance education: the Warm Springs example

- Bill reported on the Ecampus delivery of a course on Tribal Law and Government, between Cascades and Warm Springs. Ecampus delivered the course via video to Warm Springs. The issue became one of logistics and ownership; Ecampus sent staff to train staff at Warm Springs and Cascades.

V. Blackboard review in 2006

- The Computing Resources Committee asked if the DE Committee could help them review Blackboard as part of their continuing oversight of large software packages that have campus-wide use. There have been issues around Blackboard. There is an open source alternative to Blackboard. The group consensus was that the Committee should be involved, especially since the outcome could impact our discussion on accessibility.

VI. DE Committee policies

- The Committee had been reviewing the list of pending past policies to confirm, alter, or defer these, but there was no time to complete this task at this meeting.

VII. Priorities for next year

- The Committee reviewed the list of must-do activities that had been circulated prior to the meeting. The list was developed by the committee at the beginning of the 04-05 year.
- The Committee discussed the activities and voted on priorities for next year.
- The Committee agreed to continue the following activities:
 - "Serve as Faculty Advisory board for the Dean of OSU Extended Campus"
 - "Adopt a policy on policies," which should be easy to complete.
 - "Insure that all distance education offerings are fully accessible to persons with disabilities in a planned and proactive manner," our major project for 04-05 and continuing to 05-06.
- The Committee agreed on two high-priority tasks for next year:
 - "Make recommendations to, or collaborate with, the Center for Teaching and Learning re services and materials for faculty relating to distance education (eg. training on distance education, tip sheet of best practices, basic standards, other resources)."
 - "Address promotion and tenure issues."
- It had been proposed that there should be collaboration with the Center for Teaching and Learning to gather data on distance education through a survey. Ecampus has also been working with Institutional Research to gather data. The committee might have Gary Beach visit in the future to review the structure he uses in gathering data.
- The Center for Teaching and Learning should lead on actually providing services and materials for faculty relating to distance education.
- The Committee also agreed that a simple scoping survey was probably still a high priority for next year, but its objectives needed to be clarified.

VIII. Next Meeting: There will be no meetings during the Summer. Mark Wilson thanked the committee for their service.

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Distance Education Committee

April 12, 2005
Minutes

Present: Melora Halaj, Jeff Hale, Deborah Healey, Bill McCaughan, Ron Stewart, Mark Wilson (Chair)

I. Approval of minutes: Minutes from the last two meetings were approved.

II. Accessibility policy discussion

A. Discuss underlying issues

1. Mark set out the underlying issues: impact of funding; new courses only or retrofit; policy language; how our policy will fit with the campus-wide effort; focus on outcomes (ensure accessibility) versus on procedures.

B. Funding and costs

1. Ron suggested that the cost to make a website fully accessible based on his experience were 10% or higher of development costs, depending on the website. Captioning video, for example, is \$300/hour. Training costs also need to be considered. It's better not to have accessibility listed as a separate cost, but instead consider it part of the cost of doing business.
2. Retrofitting is much more expensive. Standard procedure is to retrofit as a particular need for accessibility arises. Ron's office is there to help retrofit where needed.
3. Ron suggested that universal design standards should be set for the 80% (2 standards deviations) of people vs. ad hoc accommodation. Ron mentioned some numbers: of the 2.5 million California students classified as disabled, only 2% were print disabled. Current practices are ad hoc, reactive, and risky.
4. Bill suggested that we initiate a test run and see just what it costs, working on a continuum from alt tags to "Cadillac" treatment. Costs include technical help from Ron's office and instructor time.

C. New courses only or retrofit

1. Bill suggested we design new courses well, and only retrofit on demand. The Committee concurred.

D. Policy language

1. Ron said that "standards" were too high a bar, according to OSU legal counsel. We need to say "guidelines" instead to avoid liability.
2. Guidelines can still be strong, even enforceable, with OSU.
3. Mark pointed out that Ecampus already has published expectations, but without teeth. Bill clarified that only departments have power over instructors so course "standards" are up to the departments.

E. Fitting with the campus-wide effort

1. Bill was concerned that DEC's guidelines might not mesh with the University's. The University's policy is supposed to be "coming soon." Ron, who has been involved in the process, expected the policy to be many months away.
2. What the DE Committee can do is demonstrate how policy can be implemented. We should ask Angelo for their mission statement and, if he's willing, the current draft form of the university policy.
3. Melora stated that the campus-wide committee should also be informed about what the DE Committee is doing.
4. Any "policy" we propose will need to go to OSU Legal.
5. Jeff suggested that we encourage use of our set of guidelines, test and demonstrate how they work, with standards coming as an outcome of the process.

6. Ron pointed out that the federal government has standards (Section 508). However, this could be like affirmative action guidelines: presented to faculty as expectations. Bill referred to the Grossman article's "degree of deference" – looking at less costly but effective alternatives. The cost of personal services is not included in what Ecampus offers. Their intent is to provide accommodation. We need to be cautious that we do not set up expectations that put the university at risk.
7. Mark suggested that the DE Committee had already decided to go beyond minimal adherence to federal standards and set uplifting goals for universal access to education.
8. Jeff suggested a plan of action: set policy; demo the policy; check with experts; then go to the Faculty Senate.
9. Mark summarized the decisions of the Committee as follows:
 1. Funding: spend enough to make courses accessible initially for 80% of the population
 2. Require future development to follow the standards, but only retrofit on demand.
 3. Rewrite the policy (see below)
 4. Move ahead with an internal DEC policy now, rather than waiting for the campus committee to finish.
 5. Set the policy to change attitudes – make accessibility an integral part of campus processes.
- F. Revision of Policy wording
 1. The discussion so far suggested changes to the draft policy. A quick revision produced this next draft:

"Oregon State University distance education will develop guidelines to ensure equal and equivalent participation by persons with disabilities in programs, services, and operations. OSU seeks to be at the forefront in the creation of a complete and compelling learning experience for all students. Therefore, an educational and programmatic goal for OSU distance education will be full and equitable use by persons with disabilities, exceeding simple compliance with minimally accepted accessibility standards."
 2. The Committee will polish the wording on this working, internal version of the policy.
- G. Discussion continued with a previously emailed question from Debbie Coelho about who the guidelines apply to – just OSU degree-seeking students, or any student taking a distance course at OSU? OSU degree-seeking students must meet minimum requirements. Debbie thought that OSU must be accessible to all as a public institution.
 1. The larger group of "distance courses" could be construed to include weekend Master Gardeners, all of Extension, etc.
 2. Ron reminded the group that one-use videos, for example, won't get captioning unless someone has a specific request.
 3. Bill mentioned that we are the Faculty Senate DE Committee, so we can and should target more narrowly.
 4. Deborah suggested that we begin by saying that the guidelines are intended to apply to recognized OSU credit-bearing courses. The Committee agreed.
- H. Ron brought up the idea of an accessibility contest, based on one he had seen at University of Texas at Austin.
 1. There, teams competed out of College pride. The group organizing the contest also have experience running a contest for commercial Web sites.
 2. In the OSU contest, colleges/departments will submit a course, the Technology Access Program (TAP) will fund changes if the department agrees to work with them, and a prize goes to the best course.
 3. This would allow us to test the policy and to develop the continuum that Ron and Bill mentioned earlier, where we could see just what different actions cost and what the benefits could be.
 4. The TAP has \$10,000 for incentives (about \$2000 per course in technical support) and \$10,000 for development costs to put into the project.
 5. Ecampus already funds regular development for its accepted courses.
 6. We could have also invited entries from existing courses that need renovation.
 7. Jeff suggested that the contest be sponsored by the Provost; the Committee agreed.
 8. The idea of an "accessibility contest " was enthusiastically adopted.
- I. Plan of action for implementing the accessibility contest
 1. Ron and Bill will be the primary people working on this.

2. Bill will check with Ecampus to get the approval of those who will have to do the work.
3. Mark and Bill will get approval from the IT Access Committee to use implementation funds for accessibility for this contest.
4. Ron will contact Web Air (UT Austin) folks about training material (using theirs if at all possible).
5. Bill and Jeff will approach the Provost's Office to have the contest information going to all faculty from the Provost; if there's more money, more can participate.
6. Ron will talk to Terry, Web Services, and other potential co-sponsors; if there's more money, more can participate.
7. Jeff suggested that someone should check with the Curriculum Committee about the contest.
8. Ron and Bill will prepare the RFP (open to all but with criteria: quality standards, in Ecampus queue for Ecampus funding, etc.) and send to the committee.
9. Ron (and Bill?) will set up the MOU with Web Air if we're using their material.
10. Bill will identify target courses.
11. Training of faculty should start Week 0 (the week after finals).
12. Bill (Ecampus) monitors content; Ron monitors accessibility.

Next meeting: Friday, May 20, 1:00-2:30, Valley 4142

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Distance Education Committee

Minutes
February 25, 2005

Present: Jeff Hale, Ron Stewart, Mark Wilson, Bill McCaughan, Deborah Healey, Debbie Coelho

Guest: Paula Minear

Notes: Sarah Williams

I. **Approval of Minutes:** The approval of minutes was tabled.

II. Our role in next Ecampus survey, our role in meeting with Paula Minear

A. Gather information:

- Mark reviewed the purposes of meeting with Paula.

B. Presentation on the next Ecampus Survey (Paula Minear)

- Paula explained that the Ecampus Department and Student Services unit supports students and faculty; to this end, the unit conducted two surveys to check on their level of service.
- Paula distributed Ecampus Faculty and Department Survey 2005 and reviewed its purpose. There is a link to the [BSG Survey Tool](#). The survey will go out once a year. The 2005 survey will check on new services, ongoing services, communication and information, and miscellaneous. This year's survey includes more cross-unit input, from Project Development and Training, the Bookstore, and Business Services.
- Words of Wisdom instituted for faculty, has had good responses. DSS is now waiting for internal feedback before going to the Survey Research Center for comments.
- Questions were asked about type and level of communication, methods of contact (email, phone, website, etc.), and need for new training. This year's survey is similar to last year's in regard to information, communication, and use of new services. For example, the survey will seek feedback on the usefulness of the new ENews for Faculty and the online Instructor Manual.
- **In response to requests from the Committee, Paula will consider reinstating last year's questions about challenges and motivation.**
- The Committee's interest in comparison of teaching methods, financial support, development, salary, isolation, satisfaction, P&T, and effectiveness in teaching would require a separate survey, targeted at value judgments rather than customer satisfaction. Such questions could be sent to the Survey Research Center for evaluation. Paula offered to share the challenges and rewards questions as part of this.
- The Ecampus Online Forum could include a survey. It could be public or private and include an incentive.
- The Committee was directed to the Ecampus website Faculty Resources: http://ecampus.oregonstate.edu/faculty/news_resources/default.htm.

C. Discuss our objectives, consider example questions:

- **The Committee would like the "Feel Good" questions reinstated.** These might be put at the beginning and reordered. The Committee is seeking climate, satisfaction, and attitude feedback, which differs from Ecampus goals. The Committee should develop its own survey. The Committee could also consider focus groups to test perceptions through anecdotal information.
- Paula suggested finding out how many courses are offered via distance, how many students are enrolled, and define the instructor. The DE Committee survey would have no reference to Ecampus.
- The Committee should also define "distance," i.e. online vs. 2-way interactive video.

Information about other distance courses offered on campus can be obtained through Data Warehouse.

- The advantage of a broader survey could be asking if the instructor is teaching for another university, etc., and we could see what is going on around campus. Such a survey might reveal who is doing distance at OSU and the different level of support systems. It could provide background information to understand bigger issues of faculty satisfaction, particularly P&T issues. It could determine if support structures are different from those for Ecampus faculty.
- Questions to ask would include: what are you doing, who are you teaching, and what percent of your time are you doing this?

III. Discussion of possible coordination between our survey and the Ecampus survey.

- Paula suggested that Brett Jeter, DSS Student Support Coordinator, could pull the Section 100 online courses so the committee could look at them. Several departments have called to request development of a course online in order to give value to a good instructor they want to keep, and also to get more students.
- TESOL is an example of a distance course, offered through Ecampus, which is a weekend course, rather than a "distance course." It is offered through Ecampus because of the financial model and because Ecampus can hire adjuncts. If a class is offered in Salem, is it the purview of this committee? The consensus is that it should be.

IV. Draft policy on Accessibility

- A. Ron was hoping to give input on where we are on this. He has drafted ([Attachment 1](#)) a statement on policy. Any policy needs to be known by the full Faculty Senate. This is an example of a benchmark standard, to be "the best in accessibility." Fuller discussion of this topic was tabled until the next meeting.

V. Progress report on "Develop the capacity...statistical information" (Jeff and Ron):

- A DE Committee survey could address this. Jeff shared "Quality on the Line," benchmarks for success in Internet-based distance education. We could benchmark OSU against the institutions in this NEA study. Quality benchmarks for accessibility in distance education are also well-defined.
- Paula reminded the group that the department has control over the instructors. It would be nice to have a format for peer-review by those who know something about the subject and about online instruction. Departments should acknowledge that there is a special skill set to evaluate distance courses, and guidelines would be helpful. The University of Idaho does evaluations online; there are set questions, plus a bank of questions. Mina McDaniel might have the PowerPoint.
- The Committee's mandate is to: 1) do the survey work to provide a basic understanding of who, what, when; in other words, broad-based information about action rather than satisfaction; and, 2) to have a policy that sets forth benchmarks to measure success. These would revolve around satisfaction, service, and delivery.
- There is overlap between the task "Develop the capacity...statistical information," with its emphasis on benchmarks, and the task "Maintaining high standards of course quality." The committee discussed a uniform framework:
 - Goals:
 - Maintain high quality of education.
 - Maintain high levels of satisfaction of educators.
 - Solution: High quality of support.
 - Frame goals and solution within a set of policies (this is where the DE committee comes in).The Committee needs to determine the specific steps to realize this framework.

VI. Pending activities

- A. Consideration of past policies (Mark and Jeff).
- B. "Address promotion and tenure issues" (Mark and Debbie).
- C. Maintaining high standards (Deborah).
- The solution: Start with qualified instructors, provide support, frame this within policies, with benchmarks, and assess on a periodic basis. A survey should ask people their background, their training, the support they receive, both in pedagogy and technology, the support their students receive.

Next Meeting: Tuesday, April 12, 3:00-4:30, Valley Drinkward meeting room.

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Distance Education Committee

Minutes
January 24, 2005 Minutes

Present: Mark Wilson (Chair), Ron Stewart, Melora Halaj, Jeff Hale, Deborah Healey, Bill McCaughan, Debbie Coelho (via video from Cascades Campus)

Notes: Sarah Williams

- I. **Approval of Minutes:** The Minutes of the November 30 meeting were approved by consensus.
- II. **Reports on activities**
 - A. **Center for Teaching and Learning:** Melora reported that a director has yet to be hired, so it is premature to begin discussions with the Center.
 - B. **Encourage a Survey of Faculty and Administrators:** Melora distributed a previous Ecampus faculty survey ([Attachment 1](#)). This survey will be revised. Paula Minear, Director of Ecampus Department and Student Services, will visit this committee in February to go over the survey. The Committee might have an opportunity to provide input or questions. This will be important during the review process of support units across campus. The group discussed whether or not to conduct a separate survey. Other questions could include: questions about tenure and how teaching via distance affects this; how the course compares to a classroom-based course (financial support, satisfaction, amount of work, effectiveness, isolation, collegiality); and ways to help the faculty. The Committee will look over the survey before the next meeting to see what questions we might want to add.
 - C. **Insure that all distance education offerings are fully accessible to persons with disabilities** ([Attachment 2 from the California CC system](#)). The CA state law requires that distance education courses be fully accessible. Ron also provided studies of peer institution policies; recommended readings. Angelo Gomez is chairing the group that will produce accommodation guidelines for OSU. SCORM standards say little about disability. In the K12 system, there are Instructional Material Accessibility Standards. Ron could work on a policy statement, or wait until Angelo's policy comes out. The Committee could simply make it a policy that "everyone has access," using the IT Access Policy as a reference. **It was decided to wait for the campus policy to be put in place.** The Committee will discuss at that time where our policy should be in the spectrum of "intentions" to "requirements." Jeff suggested that DEC take the lead on campus in this topic.
 - D. **Policy on Policies:** All Faculty Senate committees must 1) maintain a record of their activities in minutes and the annual report and 2) maintain their own internal policies for operating the committee and inform the Executive Committee. Therefore, the DE Committee's policy is to be a policy making body, and to record and track those policies. Some external policies might be voted on by the Faculty Senate. Policies should be on the Faculty Senate website. Mark requested a separate list of policies for the annual report. Recommendations should be tracked. The Committee will identify the policies, which will be bolded in the minutes. Mark distributed a compilation of policies ([Attachment 3](#)). **He asked the Committee to go through each one and approve, disapprove, or amend.**
 - *Scope of the Committee (Internal)*
 - *The Committee reviews and recommends policies on all forms of distance education within the University and values both competition and cooperation (Approved).*
 - *Asynchronous course delivery...is not within the mandate of the DE Committee (No consensus, so it should not be policy).*
 - *The Committee recognizes the Cascades Campus as an independent entity and does*

- not see their educational services as "distance education" (Needs to be reworded).*
- *The Committee monitors the curricular process to assure that it is correct and efficient. The Committee will not be directly involved in the curricular process itself (Approved as amended).*

III. **Pending Activities**

- A. "Develop the capacity to provide valid and reliable statistical information..." **Jeff and Ron will present a progress report at the next meeting.**
- B. **Promotion and Tenure.** Mark will work with Debbie on this topic, for presentation at a future meeting.

IV. **New activities**

- A. **Deborah Healey will work on best practices.**

V. **Other**

- A. Christine Roberts, an OSU distance education graduate, was selected as the UCEA West Outstanding Non-traditional Student; she has now been selected as the national Outstanding Non-traditional Student and will receive recognition and an award at the UCEA Annual Conference in Boston in April.
- B. **President Ray:** The President takes the idea of shared governance very seriously and is engaging the campus in this process.

VI. **Next Meeting: The next meeting of the DE Committee will be on Friday, February 25, 12:45 p.m. in Valley 4142.**

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Faculty Senate

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Distance Education Committee

Distance Education Committee November 30, 2004 Minutes

Present: Melora Halaj, Jeff Hale, Bill McCaughan, Ron Stewart, Mark Wilson

Notes: Sarah Williams

- I. **Review and acceptance of minutes:** The amended minutes of November 2 were approved.
- II. **Reminder of the overall structure for the meetings of November 2 and November 30:** Mark reviewed the tasks set at the November meeting and reminded the group that today's purpose was to go through mission and goals, discuss, resolve, and finally select and initiate activities.
- III. **Discussion of the draft statements of the Committee's mission, goals, and must-do activities: Do we have a working consensus?** The committee first discussed the submitted mission statements and goals; Mark invited other contributions of goals.
 - **Attachment 1: Summary of Submitted draft missions, goals, and must-do activities**
 - **Mission statements and goals.** The statements and goals shared a common interest in high quality distance education and integration of individuals and the program within the broader education setting of the University. Some goals, such as having a policy about promotion and tenure, were submitted by only a single person. Ron explained his goal of "eliminating redundancy" in distance education.
 - Jeff proposed combining the two middle mission statements to address who the Committee is serving and how the Committee is serving them. He also suggested using the language "have" or "to be" in the goals language; i.e. "to have coherence of distance education policies♦" The intent is to create lasting goals and concrete activities for the next year.
 - The committee discussed the dichotomy between setting policy and implementing tasks as a means for refining its mission and goals. The committee discussed the policy process. For example, if the committee were to propose a policy on rewards, that policy would have procedural ramifications and should go to other committees for review for advice and input, including the Faculty Senate as needed, and finally to the Provost or other administrative unit for implementation. The committee agreed that its mission was to recommend policy rather than to implement or develop.
 - In response to questions about faculty relations in distance education, Bill reminded the committee that under the new revenue sharing model, and as part of integration into the campus, money from distance education courses goes to the departments, who decide whether faculty should teach on overload or not. This shifts responsibility for quality of curriculum from Ecampus to the departments. This also addresses the redundancy issue by creating efficiencies.
 - In response to questions about an inventory of all distance education courses, Bill noted that current university accreditation guidelines require an inventory of all distance education programs, which does not exist on campus. If there were a policy of having an inventory, the committee would need to provide a definition of distance education. Jeff reminded the committee that there should be an inventory, since every course has to go through Category 2 proposal. Bill mentioned that there are hybrid courses on campus which appear to be distance courses but are not. If the

committee decides that an inventory of distance courses is important, it should alert the Curriculum Council of our concern that OSU lacks such an inventory.

- The committee discussed our shared goals of integration of participants. How are distance students made to feel integrated into the OSU experience? For example, these students are not eligible for campus scholarships. Services should be made accessible to distance education students. At this time, Ecampus provides its distance students with counseling, advising, and registration services; their data is in Banner; and an online tutoring program is forthcoming. The average distance student is a 35-year-old female with children, and we must strike a balance between "being an OSU student" and encroaching on their lives. Jeff suggested obtaining a discount purchase on phone cards for distance students to contact others in their classes.
Common goal: The committee agreed on the common goal of integration of students and faculty and integration of distance education as a program and mission of the University.
- The committee discussed the goal of having policies about faculty involvement and rewards in distance teaching. An example would be a policy to acknowledge the level of work that goes into the development of a distance course, perhaps as a trade-off for publications in the promotion and tenure process. There should also be a policy statement on fairness and equity in the assessment of teaching, and a recommendation of implementation procedures. **The committee agreed that this topic was important and distinct enough to be included as a separate goal.**
- Anticipating emerging trends: The committee believes that the more it can anticipate trends, the better off the university will be, **thus this should be a goal.** Some examples of trends are "unbundling," the reauthorization of the Higher Education Act, and integration into the mainstream. It is important that the committee be aware of what is happening at a national level. For example, the committee could help Ecampus with an RFP for faculty in distance education for research grants and identify areas where research might be needed. Ron Stewart noted that his unit will be developing exemplar distance education courses that are fully accessible. **The Chair decided to table the issue on how to stay current on emerging trends in distance education at this time.**
- Elimination of inefficiencies: Since this goal is built into the strategic plan of the university, the committee could reiterate it and identify redundancies. **The committee agreed on the goal of having efficient systems for delivery of distance education.**
- Ron Stewart emphasized that the committee should address services to students with disabilities in distance education policy.
- **Action: The Distance Education Committee values high quality in distance education and holds in common that our mission is at a policy level and not at an implementation level. Jeff Hale will wordsmith the Committee's mission.**

IV. Discussion and action items: Selecting and starting work on our activities for 2004-2005

A. Criteria for selection

1. **Match to the Committee mission and goals:** After reaching consensus of its mission and goals, the Committee brainstormed ideas for activities.
2. **Realistic to accomplish and Individuals willing to volunteer:** We agreed that activities should be realistic to accomplish and ones that committee members are willing to take on. Today's plan is to discuss, and volunteering will follow at the end of the meeting.

B. **Activities:** The committee discussed must-do activities. (See the [Attachment](#) for longer descriptions of activities.)

- "Encourage a survey of faculty and administrators." Melora will meet the Director of Center for Teaching and Learning to see what services the Center can provide to the Committee. If appropriate, Melora will invite the Director to meet with us. Melora will contact Paula Minear from Ecampus to collaborate on a faculty survey.
- "Issues with fees." Jeff brought up tuition concerns. Mark explained how the DE Committee

had decided at last meeting that it would not address this topic because it would not have any influence. Bill explained the background by reviewing a planned pilot project to provide resident students access to bac core courses online. Ecampus plans to collaborate with CLA, Academic Affairs, and the Bac Core Committee to offer three sections of online and hybrid courses with high enrollments to determine student interest and evaluate learning outcomes. Ecampus will collaborate with the Provost's Office to provide funds for departments participating in the pilot to add an additional section of high enrollment courses. Part of the pilot will be to determine if such courses can be made available from the same online inventory and supported with existing on-campus support services. If successful, such a model would offer resident students an option for their schedules without the extra distance education fee. The project is planned for the Spring Quarter.

- "The committee will develop the capacity to provide valid and reliable statistical information." Jeff and Ron will work on this activity.
- "Faculty relations." Mark will identify issues surrounding promotion and tenure. He will approach Debbie Coelho for help on this.
- "The Committee will continue to serve as a faculty advisory board to Ecampus." The committee agreed to serve in this capacity.
- "Fully accessible." Ron will develop policies on this issue.
- "Policy on policies." Mark and Jeff will work on this task.

V. Action item: The Chair will contact the group about the next meeting.

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Distance Education Committee

Distance Education Committee November 2, 2004 Minutes

Present: Mark Wilson, Bill McCaughan, Melora Halaj, Ron Stewart, Dan Edge, Debbie Coelho, Maureen Kelly, Deborah Healey

Notes: Sarah Williams

*Blue = Action items

I. Welcome and introductions

- Mark reviewed the agenda and welcomed those present.

II. History of the Committee

- The Committee started in March, 2002, with Jeff Hale as Chair, and has since defined itself. Topics have varied widely, from tuition and revenue sharing, copyrights, to incompletes in distance courses.
- Standing Rules: These provide a broad mandate for the committee (<http://oregonstate.edu/dept/senate/committees/dec/sr/index.html>). Dan Edge suggested that next spring would be a good time to refine the standing rules. Bill McCaughan noted that the committee began by focusing on Ecampus, but over the last year, the committee has broadened its perspective to include institution-wide distance education.

III. Issues and tasks remaining from 2003-2004

- **Annual Report Summary of Tasks** ([Attachment 1](#)): Mark reviewed tasks and issues extracted from last year's annual report. Some are unfinished, such as evaluations for DE courses; and some have been completed (course quality standards on the Ecampus website).
- **Other Issues and Tasks Suggested by Current Committee Members** ([Attachment 1](#)): Mark reviewed his conversations with current committee members. He invited elaboration and discussion, from which several other topics emerged.
- **Out-of-State Tuition:** Bill McCaughan provided some insight into the issue of distance students paying out-of-state tuition: according to OUS policy, self-support units have latitude to establish their fees. When Ecampus developed the revenue sharing model, it was benchmarked to tuition on campus, which was higher than what Ecampus had charged previously. Ecampus benchmarked the tuition at the on-campus tuition rate because it places OSU at the median for costs of online courses nationally, and allows OSU to remain competitive in this area. The rationale for charging out-of-state tuition is that out-of-state students, who are resident on the OSU campus, use resources paid for by this state. The Ecampus revenue sharing model (ERAM) generates a revenue stream that both covers the infrastructure and delivery costs for the online programs and generates additional resources for the academic units participating in providing the online program inventory. Ecampus, in collaboration with the OSU Budget Office, is developing a report on the costing of online education that will include detail of these costs. [Bill will share the report on costing with the committee when it is in final draft.](#) Because DE Committee input will have little impact on tuition rates, this topic will not be discussed further.
- **WIC model for training instructors to teach distance courses:** This issue addressed the difficulty of finding distance courses in the sciences, due to cost of development, and labs. Bill noted that development of lab-related online courses might be an area that can be addressed by collaborating with other institutions. He will be seeking funding for online labs in selected basic sciences areas.
- **Students with disabilities:** Ron Stewart noted that students with disabilities constitute a viable market focus of OSU's distance education efforts. Another point is that access for persons with

disabilities is not just the right thing to do, it is also something we are legally mandated to do.

- **Standardizing competencies in distance teaching:** Bill suggested that the Center for Teaching and Learning could develop guidelines here, and Ecampus would collaborate.
- **Workshops:** The Committee could identify future workshop topics for Ecampus to pursue.
- **P&T:** Developing distance education course materials should be considered creative activity for Promotion and Tenure. Roy Arnold could discuss this with the committee, since he led the development of current policies for distance education and P&T.
- **Integration:** The typical distance education student is a working adult, with a family, who is pursuing a degree. How do we integrate these students into the larger campus? There should be a balance of quality of education, experience, and the financial end. Part of this, and potentially a new topic, is orienting students to become distance students.

IV. Discussion and action item: Setting the scope for our activities in 2004-2005

- **Setting the scope for committee activities involves several choices and tradeoffs:**
 - A. Receiving background information
 - B. Recommending policy
 - C. Advising in long-term planning and financing
 - D. Advising in curriculum matters
 - E. Monitoring standards of academic quality
 - F. Examining the impact of distance education on OSU
 - G. Reviewing & advising vs. implementing
- **Overview:** Mark explained that items B-F above are from the Standing Rules. A new issue would be whether the committee should focus on the whole range of P-lifelong learning or consider only OSU courses. How much do we advise, and how much do we implement or delegate? What is the best use of our time, what is purposeful? Where does Extension fit in?
- **Policy:** Dan Edge reminded the committee that policy items are important and suggested working on issues that consistently crop up.
- **Mission:** Debbie asked if there were a mission and vision for distance education on campus. All we have currently are the standing rules. If we had a common theme/mission, it would be easier to prioritize tasks. Bill reminded the committee to try to tie any statement back to the institutional strategic plan and its language and missions.
- **Ecampus and Extension:** Dan suggested looking at the Ecampus Strategic Plan and the Extension plan to see if there are tasks that would be bridged. Both deans have had conversations, from which emerged a difference in emphasis. Ecampus is focused on access and Extension on outreach and solutions onsite. Extension is driven by a philosophy of service at no or little cost (directed by the priorities at the federal level); Ecampus must raise revenue for programs. On the other hand, a distance delivery format could fit well into Extension's outreach mission.
- **Discussion on Mission:** Mark proposed focusing on setting policy, monitoring what is happening on campus, and making sure tasks are implemented. If the committee's primary responsibility is to establish policy, then everything else would fall under this, such as tools, etc. For example, ensuring quality could include P&T, disabilities, cooperation with Extension, working with Center for Teaching and Learning. There needs to be an overarching policy and guidelines for the university.
- **Incompletes:** Mark brought up the example of "excessive incompletes being given to distance students" as a test case of what the DE Committee should be working on. Bill explained that the goals of distance students are involved in the cycle of achievement, so we have focused our efforts on programs instead of courses. Demographics become important in determining the reasons for incompletes.

V. Discussion and action item: Selecting our activities for 2004-2005

- **Action Items:**
 1. Mark will send out an email to the members, reiterating their "homework."
 2. The first assignment is to write a mission statement for this committee; from that, add the goals that follow from the mission.
 3. Members should look through the tentative tasks and identify the must-dos for the coming year.
 4. Mark will compile the past policies from reports and minutes and share with the committee.

VI. Next Meeting: Mark will contact the members. Dan will send everyone the URL for the Extension Strategic Plan.

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Distance Education Committee

April 7, 2004 Minutes

Present: Jeff Hale, Bill McCaughan, Debbie Coelho, Kim Calvery, Deb Healey, Joan Gross, Maureen Kelly

Guests: Lisa Templeton, Jessica Dupont (Director and Assistant Director, Ecampus Marketing)

Notes: Sarah Williams

1. **Welcome and introductions:** Jeff introduced Kim Calvery from Research Accounting, to Debbie Coelho and Maureen Kelly at Cascades.
2. **Review of Minutes:** The Minutes of the March meeting were approved
3. **Presentation:** E-Campus Marketing – Lisa Templeton and Jessica DuPont presented the Ecampus Marketing Plan. They distributed print publications of the Ecampus programs and degrees.
 - Lisa began by discussing the differences between broad marketing and targeted marketing campaigns. Broad marketing of Ecampus and its programs was aimed at the Portland area. The advertising campaign consisted of billboards, transit ads, and print in a variety of publications, newspapers and magazines. Messages and concepts had been tested through focus groups in Portland before any advertising was placed.
 - The Ecampus Student Services Center is tracking results of the marketing plan and has seen a 75-80% increase in inquiries this past year, primarily as a result of increased web traffic to the Ecampus website. Currently, about 75-80% of the inquiries tracked by the Student Services Center are coming in via the web, up from 50% two years ago.
 - Jessica noted that there had been 1.8 Million hits to the Ecampus website during the month of March. This is impressive, when you consider that OSU has 2 Million hits a month. Jeff noted, however, that "hits" are not directly related to conversion of inquiries into new students.
 - The Ecampus hits are primarily generated by search engines. Ecampus has redesigned its site to increase visibility on the web. One feature of this is the inclusion of the word "online" and other key words in specific areas of the site, such as in headers, page titles, and page URL's. Jessica encouraged committee members to contact her if they had additional questions on Ecampus web marketing.
 - Ecampus has done a variety of targeted marketing for their programs to a variety of audiences. They have marketed their undergraduate degree completion programs, and online graduate programs, to individuals seeking degrees and courses for professional development. The K-12 Online program is geared to high school students, and Ecampus has developed over 30 partnerships with school districts. Through a partnership with OSU Alumni Association, OSU Quickskills Online is being marketed to the Alumni Association members with a slight discount, as a member benefit. Summer Session, now a part of Ecampus, offers a unique opportunity to cross market courses for residents, and non-residents and has resulted in good synergy.
 - Ecampus has split enrollment and student support operations and developed a Communications Center. The Student Services Center will continue to serve current students, while the Communication Center will be focused on conversion of student inquiries into enrollments. Funding for the development of the Communication Center is being provided by a TRF grant to provide online services to students 24/7. Ecampus hired three students from Computer Sciences to build a FAQ database. They are partnering with the OSU HelpDesk in this development. June is the timeline for completion of the TRF project. The next step will be working with Admissions to move the prospect database to Banner.
 - Ecampus Marketing's next step will be expanding orientation information for students of distance learning. They are working on an online tour at this time.

4. E-Campus Dean's Report.

1. Budget Update and Model: Bill clarified a section of the Ecampus revenue sharing model regarding the 80/20 tuition distribution component of the model.
Bill noted that Ecampus has initiated Ecampus Scholarships this year. He will be seeking external funding to go into that program for distance students. Jeff Hale suggested that the Committee have a broader discussion between Cascades Campus and Ecampus regarding scholarship issues and their relationship to the development of the Capital Campaign.
2. MOU's and RFP's: Ecampus has signed MOU's with every college except Vet Med and Pharmacy. In collaboration with the Colleges, Ecampus has identified potential programs for development. Ecampus will solicit RFP's from the priority programs that have been identified in the college MOUs, based on readiness and marketability.
3. Curriculum Council Issues: Liberal Arts has put a moratorium on Category I proposals for the immediate future. The College of Education's TESOL program is now on hold for a year because of an issue involving library resources. Joan Gross requested that Bill visit the Curriculum Council to clarify apparent confusion about funding provided to the library for support of distance education programs.
4. OUS: The regional OUS campuses may be disadvantaged by the proposed downsizing of the OUS Chancellor's office. Collaborative relationships with regional universities will be important.

5. **Assessment of Distance Courses:** The University is finalizing its presentation on instructional assessment for the accreditation follow-up, but in Mark Wilson's absence, this discussion was tabled.

6. Priority issues for the '04 Committee agenda

1. Networking: Jeff would like to finalize liaison assignments for other Faculty Senate committees. He will attend the Computing Resources Committee. Maureen Kelly will attend the Library Committee; Joan Gross is already on the Curriculum Council; Mark Wilson will liaison with Promotion & Tenure; Deborah Healey will attend Faculty Recognition and Awards and encourage new awards.
2. Policy Discussion: Jeff requested that the Committee think about the following questions about distance education and P&T. What do we need to know? What do we need to do as a committee? It was suggested that Roy Arnold could participate in this discussion and serve as a resource.
3. Best Practices: Jeff would like to confirm the Committee role in this area and suggested looking at the Faculty Resources site at Ecampus. We need to inventory distance education faculty needs. The university will soon open a center for teaching and learning which could serve as the nexus for faculty resources. One suggestion would be faculty seminars to encourage faculty to teach via distance. These could be constructed around a class/cohort model to provide mutual support. Ecampus could do this in conjunction with the new Center for Teaching and Learning.
4. Virtual Tribal College: Bill has provided a PowerPoint presentation and a draft resolution of support for the tribal representatives to use and has prepared a mockup of a website for the college. Individual members of the government-to- government education leaders group are making presentations to their tribal councils, who will then appoint members of a task force that will start putting the formal proposal together to go to Congress.

Joan Gross mentioned her interest in preserving cultural native languages, but the first focus will be to employ the tribes' own people to control their own resources for the future. Training teachers in language and culture will help keep students connected to the tribe and in school.

7. **Future meeting schedule:** At the committee's request, Sarah has scheduled the next meeting for Wednesday, May 12, at 10:30 a.m., in Valley 4960, Drinkward Meeting Room.

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Distance Education Committee

February 23, 2004 Minutes

Present: Jeff Hale, Bill McCaughan, Deborah Healey, Maureen Kelly, Debbie Coehlo

Guests: Paula Minear, Jack Walstad

Notes: Sarah Williams

1. **Welcome:** Jeff welcomed Jack Walstad, the representative of distance education from the Forestry Department, and the first unit representative to visit the DE Committee.
2. **Review of Minutes:** The Minutes of the January meeting were approved.
3. **Presentation: Forestry's Distance Education:** Jack Walstad distributed a list of distance education work within the College of Forestry, particularly within the [Department of Forest Resources](#), which has taken the lead in DE.

Current Offerings:

- FOR 352: Taught by Les Joslin.
- FOR 365: Dawn Anzinger offers this course in Fall, Spring, and sometimes in summer; not offered in winter, since it is on campus at that time. It links to the Cascades Campus students.
- FOR 445: Ron Reuter taught this last Fall.
- FOR/FW/RNG: Wildland Fire Ecology: Mark Reed offers this course, for which there is worldwide demand.
- FOR 407: Starker Lectures. Historically, they have been offered on campus every fall as a seminar. The department has been videotaping these and plans to broadcast these this summer

Prospective courses: These include:

- Courses affiliated with Outdoor Recreation and Tourism: Craig Lindberg is a new faculty member, which makes "conversion" to distance education easier. Teaching distance was not part of his job description, but it was an understanding when he was hired. Both campuses should share the credit for these courses. Craig is having trouble finding time to put the prospective courses online, even though he has grant money, but is in the process of getting the courses offered on campus. Jack thinks a golden opportunity is being missed to collaborate on development of distance education courses.

Funding Issues: The developmental costs are significant in terms of cost and expertise: it takes two or three times the effort to design a distance education course. Debbie C. noted that there is more "content" in a DE course. You can make efficient use of a student's time in the DE process. Forestry has had access to good technology in distance learning, with support from Ecampus, CMC, and Forestry staff. The MOU with Ecampus is helping move course development forward (the ERAM distribution went out last week and was very encouraging). Jack distributed a spreadsheet, ([professor level](#), [part-time](#)) which showed the revenue sharing model and how it works. At the [professor level](#), it takes about 50 students before an instructor breaks even; for [part-time](#) instructors, it only takes 30 students to break even. This model is based on departmental pay scales. A good DE class needs to be kept at around 30-35 students, so the best approach may be to have professors play a role in developing the courses and then assign them to others to teach. The facilitator of the course has more time to dedicate to the students; Bill McCaughan confirmed that research backs this up. Debbie Coelho mentioned that facilitators should be handpicked for their expertise, and senior faculty should still be engaged in the class. There is potential to generate some net revenue in order to perpetuate courses.

Elements of Success: Jack distributed a description of the Wildland Fire Ecology class in the Journal of

Forestry, Oct 2003. On p. 18, it highlights the elements of success in putting the class together: adequate preparation time, passionate instructors, outdoor scenes, pilot tests, easily accessible materials, and establishing a firm schedule. Debbie mentioned a "prompting device" that pops up on a student's screen, to help keep deadlines. Members were interested in having this technology shared with other distance instructional faculty.

Field Based DE Course with Wallowa County: Wallowa would like to develop local courses on resource management to keep local kids in the area; they propose an intensive summer course to enhance career opportunities. Ecampus would be the mechanism of delivery. All courses would be for college credit and could be packaged as part of a minor. There are two courses which will be run through a Category II process, and a third that is in the works. They could be ready by next summer. Funding is still being worked out. Bill noted that the Umatilla tribe youth might also be interested, as well as Warm Springs. Bill suggested that one of the senior faculty serve as a team leader for adjuncts.

4. **E-Campus Student Services and Course Development:** Paula Minear distributed a handout describing the [functions of ESS](#):
 - Paula described the roles of each member of ESS staff.
 - Paula described the Communications Center and the Online Assistance Center for Students, on the back page of the handout.
 - Communications Center: This project arose out of problems with two 800 numbers, including difficulty in tracking prospective students. The Communications Center will organize incoming calls, including those for Summer Session. This will be run by the Coordinator and student workers, answering level 1 questions (information on the website); level 2 questions would go to the Student Services Program Specialist, and also emails. They will be working off of a searchable knowledge base, or the Online Student Assistance Center. Three student programmers are looking up ways to have a searchable knowledge base, and then inputting data in Banner Recruit, in order for Marketing to follow up. The SKB will have a web search function. The Communications Center will be working with the Help Desk. The students could also have video conferencing and live chat with instructors. ESS hopes to have this up and running by the summer. It should address the insecurities of DE students and also help global students. Bill noted that we currently have a Title III grant proposal with Clackamas Community College, which meshes perfectly with this Center.

5. Updates, Questions and Issues

1. **ERAM update:** The funds were distributed last week to the participating units on campus. The total was around \$600,000; CLA received around \$230K, which was a surprise and delight. The RAM dollars were based on last year's productivity. Recent quarterly tuition distributions are based on this year's actuals. Jeff suggested that there be more awareness of the process, although Bill had met with department chairs. Jay Casbon and Bill met with the Provost about an agreement with Cascades, since Cascades needs to get credit for FTE on that campus while E-campus will receive the income.
2. **Extended Education and the new Strategic Plan:** There is a new Strategic Plan for the university and we need to build this into our own strategic plans. Bill is invited to discuss how he will integrate Ecampus activities in the Strategic Plan, at the next meeting. Bill noted that last Friday he attended a meeting of the State Board of Education where Ed Ray made a presentation on distance education in Oregon, at the request of the Board. Bill prepared the materials, and Ed did a good job of presenting it, and the new Board seemed impressed. The Chancellor had asked only Eastern and OSU to present this issue. One-half of EOU's course offerings are at a distance.
3. **Strategic Resource Development Plan:** Ecampus contracted for the development of a plan, with Jeff's help. ***Bill will bring this in the future.** The plan targets scholarships for DE students and funding for program development.
4. **Meeting with Stella Coakley, Faculty Senate President:** Jeff met with the Faculty Senate President about the activities of the committee and the turnover rate. She did not realize we were such a "young" committee. Jeff shared the priorities for this year.
5. **New issues, ideas or questions :**
 - Assessment of Distance Courses: ***This will be discussed next time**, when Mark Wilson is here. DE courses should not be separated out from normal course assessment and evaluation; Bill asked that Mark check with Paula, who has prepared a report on assessment for DE courses for background information.

6. Priority issues for the 04 Committee agenda

1. **Networking**
 - Liaison assignments for other Faculty Senate committees: Everyone has had access to the list of committees. Jeff would like input on which ones should have a relationship with the

DE Committee. ***Jeff will be responsible for The Computing Resources Committee. Maureen volunteered for the Library Committee.** Liaisons should contact the Chair, let them know a representative of the DE Committee is available and to put this person on the agenda, letting them know there is a faculty committee that monitors DE. A tenure track faculty member should be on the Promotion and Tenure Committee. ***Jeff will ask Mark to take that assignment.** There should be someone on Awards and Recognition (Student Recognition and Faculty Recognition); Intellectual Property. Volunteers?

- 2. **Policy**
 - Distance education and P&T: ***This will be discussed at the next meeting.**
- 3. **Best Practices:** Jeff presented an idea from Bill Uzgalis to build a set of early adopters of distance education by following the WIC model. In this model, where faculty are given a stipend to attend workshops, with the understanding that they are being certified to deliver a course via distance. This also may be an effective way of developing new courses.
- 4. **Assessment of faculty IT needs, testing and purchase:** Jeff will get more information from Bill Uzgalis, to inventory what faculty perceive their needs are, then measure and assess. It would be helpful if a staff person were designated to drive this process.
- 7. **Other**
 - 1. **Curriculum Council:** Bill worked with Michael Fung of the Budget Office to verify distributable income generated by Ecampus courses. The Library received about \$100,000.
- 8. **Future meeting schedule:** ***Sarah will look at a date in early April.**

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Faculty Senate

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Distance Education Committee

January 26, 2004 Minutes

Present: Munisamy Gopinath (for Kim Calvery), Jeff Hale, Mark Merickel (for Bill McCaughan), Deb Healey, Mark Wilson, Lynda Ciuffetti, Allan Brazier, Maureen Kelly, Deborah Coehlo, and Joan Gross

Notes: Sarah Williams

1. **Welcome:** Jeff welcomed the Committee members, including "Gopi" for Kim Calvery and those participating via video from Cascades Campus.
2. **Review of Minutes:** The Minutes of the December meeting were approved.
3. **E-Campus report and advice for the Dean**
 1. **ERAM update:** Mark updated the Committee on the ERAM. Ecampus is distributing state dollars through an EBAM, which has been parsed out to each of the colleges and departments. Ecampus has worked within the MOU structure with deans, and it is now a matter of putting it in place.
 2. **Meeting with the Budget Committee:** Bill met with the Budget Committee on January 23 and shared the [ERAM model](#), which went very well. This was accompanied by a generic [Ecampus MOU](#). The formulas have not changed, and the return on investment will be significant. Bill will share these numbers in the future. Jeff noted, on page 2 of the ERAM, that the timeline has been extended.
 3. **Strategic Resource Development Plan:** The plan has been completed but is still in discussion within Ecampus. The plan is for the next ten years for funding projects and potential donors. Ecampus will set priorities and timelines before presenting it to the DE Committee.
 4. **Course Development Projects:** As of Winter 04, Ecampus is developing 34 different courses; Summer 04 courses are in the works; 37 have been developed for K-12. All development is related to being able to offer programs.
 5. **Bacc Core Development Initiative:** The Vice Provost has been supporting development of online Bacc Core Courses. Math 111 has been developed for on campus delivery, fully online. HHS 231, 331 have been developed for on campus online delivery as well. Students want flexible learning opportunities, but they are not Ecampus purview. Jeff suggested that Ecampus be a support unit for this project but not lead in the development of online courses for campus students. Students could drive this demand.
 6. **Org Chart:** Jeff shared the most recent org chart with the group, and Mark shared the recent article in the Bend Bulletin, which picked up on the online degree in Nuclear Engineering.
 7. **TRF Grant:** Ecampus received its first TRF grant for the Virtual Student Assistance Center, with a knowledge base to provide online student services. Ecampus is also working on a new Communications Center, to handle the large amount of email and phone calls that come in. The Program Leaders have suggested calling it the Online Student Assistance Center.
 8. **Recommendation:** Mark recommended that Ecampus directors visit the DE Committee and let everyone know about programs, such as K-12 or Student Services. Mark also suggested inviting others across campus who are developing online education, such as Forestry, Education, International Education. This will move the focus of the committee beyond Ecampus. Jeff would like to begin this at the next meeting. At each meeting there will be a 15-minute presentation each from an E-Campus program leader and a representative from a distance education program from campus.

4. **Conversation with Extension Services:** Jeff met with Lyla Houglum. Lyla described three faculty

functions: teaching, research, and service, and all colleges recognize that they have a foot in each of the areas. There is also leadership for each of the functions: The Provost's Office supports Teaching, the Research Office supports Research, but who supports Service? This function is a stepchild within the university. Lyla thought Distance Education is a function of teaching, but when it becomes outreach, it becomes service. The original Land Grant act makes it impossible for Extension Agents to teach for-credit courses; but some of their products, such as Master Gardener, have marketing capability, and she is interested in packaging this for credit or non-credit to serve different populations. They would like to be at the table for distance education. They received 17% of their budget via the federal government, who control the marketing of their products.

5. **Priority issues for the 04 Committee agenda:** This list is a to-do list for 2004. Bill had suggested that networking, policy, practice, and non-degree items would be a good focus. Jeff created a list of areas that need action and clarification based on committee directions established last year.

1. **Networking**

1. Liaison assignments for other faculty senate committees: it was suggested that each member should visit other committees at least once a year to let them know of our activities. ***Sarah will obtain a list of the committees, circulate them via email, and get people's opinions on which are most important**
2. Cascades Campus: Cascades seems to have mixed feelings about DE although the MOU is going to the Curriculum Council in February. Joan Gross said that the Curriculum Council is not satisfied with the current MOU with Cascades. Should the OSU Faculty Senate look at Cascades as part of distance education? Maureen Kelley and Debbie participate in this endeavor at Cascades. The Committee recognizes the Cascades Campus as an independent entity and do not see their educational services as "distance education." Cascades Campus programs for Bend area residents falls outside of the purview of the committee.

2. **Policy**

1. Use of asynchronous course delivery for BAC Core Courses: This is not distance delivery but use of distance delivery technology for the on campus environment. Debbie suggested that the Curriculum Committee can handle this and there is no need for it to be addressed by this committee.
2. Distance education and P&T: There have been faculty members who have or have not been involved in distance education due to this issue. This would be Number 1 for Mark Wilson, and Lynda agrees. Mark recommended that better communication be established between Academic Affairs, the Vice Provost, and their outreach to other groups and education initiatives. All new faculty are told that they will likely teach via distance and yet there is a disconnect between duties and rewards
3. Dual Enrollment Agreements: What types of relationships do we want to have with other education institutions across the state? Jeff will be meeting with Engineering and Education, representing Liberal Studies, for a new Aviation degree, with Idaho, and Western Washington; primarily an adult education function. Debbie mentioned some connections with Southern and OHSU and minors. This would be considered a collaboration rather than a distance education issue.
4. Committee's role in marketing or promotion of distance education: How do other committees address the internal education function? This committee has been supportive of distance education, but Mark Wilson asked if we should be doing this; what is the role of other Faculty Senate committees in this regard? Deb Healey suggested that we should at least be a source of information on distance education rather than promoting it. Gopi mentioned that the Budget Committee opens to everyone once a year, to be transparent. The Committee will be a source of information and referral without actively marketing distance education to internal or external audiences.

3. **Practice**

1. Identification and assessment of faculty needs for successful distance education: This is a version of the "best practices" discussion this committee has had. We are beginning to have information on the technology, budgets, and partnerships. What role does this committee play in insuring that faculty have access to information about best practices so that they can do the best job? Joan asked if there are still funds for development. Mark Merickel replied that there were FIPSE funds available in the past. Now, the new model allows 20% of tuition revenue for development of new courses within programs, and there are more restrictions due to fewer dollars. These will also be based on the MOU's with departments. Ecampus has built a faculty website with resources for faculty for development. Joan asked if Ecampus performs surveys. Mark replied that Ecampus has begun the process of surveys for faculty who have developed courses, but this is for Ecampus only. We could facilitate assisting

departments in assessment of course offerings, prior to the June accreditation process. All the distance education courses are written with learning outcomes, using the same process as students on campus. Our syllabi are accessible on the web. Mark added that he and Bill, as Commissioners for UCEA (University Continuing Education Association), will engage in research on outcomes of distance education. There will be no external funding, but cooperation from UCEA. Mark will be working cross campus and with other institutions. There is a body of knowledge on No Significant Difference, but if you look for learning effectiveness there are only two entries; OSU has some unique questions with regard to learning effectiveness and outcomes.

2. Partnerships with other educational institutions (e.g., U of O)
3. Reduce fragmentation in the tools used for course development:
Develop a suite of preferred tools such as Blackboard, Real Audio Media, Flash, etc. This grew out of faculty using many tools so that students had to adapt to changing ways of doing things. We are beginning to have regularly used tools, most courses are in BB, Real Audio is being used for videos, FLASH is being used. Jackson Cassidy could define this list. We could get basic standards, such as introduction by faculty member, a syllabus, some text, community activities, and ability to use the discussion boards. Down the road, we could do a cost-benefit analysis about what is most effective, such as CD ROMs vs. publications. Mark would recommend integration into the Banner system to keep integrated with campus. He encourages this committee to think of Banner as one of the most fundamental tools on campus. Ecampus is also integrating Banner Recruit into its marketing efforts. Non-credit in Banner should be a discussion for the future.
4. **Non-Degree Programs (Report items):** These are projects handled by the University and by Ecampus. There seem to be no policies or practices but we would like to have periodic reports. Deborah reported on ELI, which offers English for Academic purposes, to prepare people to take classes at OSU. There are also writing classes in Japan.
 1. K-12 pre-collegiate education
 2. Extension Services (e.g. Master Gardeners)
 3. Virtual Tribal College
 4. 509J Partnerships
6. **Future meeting schedule: Monday afternoon, at 2:00, Feb. 23.** Mark recommended Paula Minear, Director of Enrollment and Student Services for Ecampus, attend, as well as someone from Forestry (*Sarah will contact).

Addendum to the Minutes: On February 4, Mark Wilson sent the following request to Jeff Hale for future discussion in the DE Committee:

Here are the committee activities that strike me as most important, starting with the highest priorities:

- *Distance education and P&T*
- *Consideration of assessment of distance education courses (this is a new item; of course, assessments of distance courses might not be any different than assessment of regular courses, but I would like to be reassured that distance courses aren't escaping review)*
- *Liaison with other faculty senate committees (by the way, my liaison assignment needs to be after Winter Term)*
- *Identification and assessment of faculty needs for successful distance education / How to teach teachers (I've combined these two items)*

It is also important that we review dual enrollment agreements and review the reports of non-degree programs, but only if we have a substantial role in affecting these agreements and programs.

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Distance Education Committee

December 2, 2003 Minutes

Present: Jeff Hale (Chair), Bill McCaughan, Mark Wilson, Linda Ciuffetti, Joan Gross, Maureen Kelly, Allan Brazier

Notes: Sarah Williams

1. **Welcome** – Jeff opened the meeting with introductions. New members included Linda Ciuffetti, Chair of the Graduate Council; Joan Gross representing the Curriculum Council; and Maureen Kelly, Distance Education Librarian at Cascades Campus.
2. **Review of minutes** – The minutes were reviewed and approved.
3. **E-Campus report and advice for the Dean:** The role of the committee is to provide advice and to be updated on all aspects of distance education on campus.
 1. **ERAM update:** Bill McCaughan updated the committee on the ERAM:
 - The final budget on the RAM dollars came out three weeks ago. The Ecampus revenue distribution formula contains the RAM, which is based on the previous year's productivity; this is in the process now of being computed.
 - Ecampus has received signed MOU's from six of the colleges. The MOU's: 1) establish the current programs in the inventory and support them; 2) identify areas based on market research that could be degrees or certificates that Ecampus would like to work on; and 3) make modifications in the distribution of revenue to the departments as requested. Ecampus recommendation is that revenue (80% of tuition) be distributed back to the department. At the end of the fall quarter, Ecampus will distribute the revenue from the tuition. The amount of the dollars will not be affected by legislative action.
 2. **Meeting with President Ray:** The committee suggests that there be a dedicated meeting with Ray, telling him what Ecampus does.
 - ***Bill will organize this in the first of the year.** President Ray is used to the model at Ohio State University, which is video-based rather than web. The OSU model places the burden of access on the student. We are utilizing a pool of resources that IS manages, including Blackboard, whereas Ohio State's system is a dedicated system and infrastructure.
 - Internet II ties together institutions, which is being used for research on the system itself and hard research in real time, including collaborative instruction. The connectivity is paid for by the federal government and grants to institutions. Linda Ciuffetti mentioned that OSU had participated in one of these programs with Kansas and Nebraska, which was helpful to the scientific community.
 3. **"Best practices" research:** Ecampus has put together a website for faculty, but this committee recommends creating a list of best/worst practices and a wish list and making it accessible to others, in order for faculty to make good decisions.
 - Ecampus is assembling best practices and tools to demonstrate how distance education works for Engineering, who is considering putting two programs online.
 - The signed MOU's between Ecampus and OSU Colleges set out what Ecampus is responsible for, but also define the responsibility of departments (content, curriculum). If a course requires going through the Curriculum Council, it is the department's responsibility, but they need to know how to do that.
 - In a meeting with Academic Affairs, the suggestion was made that Ecampus assemble a

faculty handbook that addresses the steps involved in offering a new program, both hard copy and online. If a new program, it requires a Category I, and there are some unique pieces to the distance education piece. What might be the role of this committee in the curriculum process? For example, to change the modality, it requires a Category II. Would this committee have a role in looking at the modality and delivery, and, if so, how would it plug into the Curriculum Council process? Bill clarified that the handbook would only be relevant for distance education courses. This has been a discussion in the Bacc Core Committee as well.

- Bill mentioned the example of a graduate certificate, which needs to be assembled in a timely way, to meet the market demand. Joan thought things had speeded up, but the perception seems to be that it has taken 6 months or more. Jeff's preference is to continue to rely on work of faculty to make judgment on pedagogy, content, and delivery and that this committee does not have a role, although Mark reminded the committee that we should maintain standards and efficiencies.

ACTION: The Committee decided that it will not be directly involved in the curricular process, but monitor it to assure it is correct and efficient.

4. **Strategic Resource Development Plan:** This plan lays out a number of opportunities for development for Ecampus and will be ready in a couple of weeks.
5. **Faculty Handbook on Curriculum Development and Approval (see discussion above)**
6. **Library:** Jeff asked if the committee was being sensitive to library needs and costs. Maureen was not aware of any. Bill said that 9.3% of the RAM will go to the library as part of their budget allocation. Admission, Registrar, IS get a percentage of the 33%, but library's piece is pulled out of the top side. The more Ecampus enrollment grows, the more money goes to the units that support Ecampus.
4. **Priority issues for the 04 Committee agenda** – This committee was asked to review priorities for the year ahead and decide.
 - Mark would like to have seen a list of things that are important or needed and then figure out which to address, which could be addressed, and which have cost benefits. Jeff explained that we spent last year "putting out fires," and this was an attempt to do something more proactive.
 - Bill noted that there are four major categories: 1) integration of the committee with other bodies; 2) policy; 3) practice; and 4) Ecampus activity that are non-credit and non-degree programs, such as K-12 and others – or non-degree outreach.
 - Mark asked that the background to each goal be explained:
 1. **Strengthen liaison with other Faculty Senate committees:** The committee was new and insular and did not know how the committees responded to distance education. We needed to make ourselves "present," in order to understand purviews and linkages, and be more proactive. Once a year, someone from this committee would visit another committee and give an update – to demystify.
 2. **The Committee should be cognizant of Cascades Campus...** This was when CC was still dependent on DE courses. Ecampus has sent a draft MOU to CC and is awaiting feedback, which Bill will share.
 3. **Help develop and review expectations for faculty and facilitators...** i.e. How do you teach teachers? How do we help them see the rewards and opportunities? What works best: seminars, mentor system?
 4. **Identify distance education activities outside of the scope of Ecampus:** We know what Ecampus is doing but are unaware of other college and Extension programs. In other words, our purview is not simply Ecampus. Bill mentioned the inventory that was attempted for the Accreditation committee; there is no assembly point for this data.
 5. **Discuss the use of asynchronous course delivery for BAC Core Courses:** Comes from the need to help the process, although this is not distance education.
 6. **Continue assessment of what faculty needs to be successful distance educators:** This is best practices.
 7. **Continue to address questions and issues...** This is concerned with distance education in dual enrollment agreements; P&T. This institution has yet to "embrace distance education" through things like P&T, etc; not just "overload" but truly serving needs of the institution. Distance Education students are, in fact, OSU students.
 8. **Assess our cooperation and competition with community colleges...** This was an

issue last year when competition was an issue. Could we partner with UofO in putting together a degree?

9. **Review how OSU can best serve high school students....**This is K-12, which could be a subcommittee, since it has gained momentum and is key to recruitment. We could bring in representatives from SMILE, K-12 Online, etc. Perhaps “review” is not appropriate.
10. **Reduce fragmentation in the tools used for course development:** making it easier for people to get information; but there also has to be political will at the institution. People have been “scared” by the technology.
11. **The Committee will look at a variety of ways to get the word out:** trying to be responsive to building a better reputation for distance education and building an understanding. Bill emphasized that Ecampus is trying to serve non-residential students but also feels responsible for advocating for them, so that it is erroneous to think that we might produce less than quality courses. Mark wondered if this is “marketing” distance education? Do we have an internal education function? We should look at other Faculty Senate Committees.
12. **Review plans for the Virtual Tribal College:** a report item
13. **K-12:** report item
14. **509J** – report item

Conclusion: Committee members should feel free to reconceptualize/ reword/restate these items. **The DEC should not “sit in judgment” but should facilitate distance education on campus.** The committee is looking at distance education on behalf of the faculty, noting that distance education is changing: what is OSU going to do about it? It started with pessimistic concerns but has turned to something more positive for meeting the land grant mission.

5. **Liaison assignments for other Faculty Senate committees – All (not discussed)**
6. **Future meeting schedule –Monday, Jan. 26, 3:00-4:30, in Valley 4142.**

Faculty Senate

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Distance Education Committee

October 28, 2003 Minutes

Present: Jeff Hale, Allan Brazier, Mark Wilson, Deborah Healey, Maureen Kelly (by phone)

Notes: Sarah Williams

*** = Recommended actions**

1. **Welcome, New Committee members**

Jeff welcomed Mark Wilson, from Botany and Plant Pathology and Maureen Kelly, Distance Education Librarian. He introduced the current members: Deborah Healey, ELI; and Allan Brazier, School of Education. The Committee is also seeking ex officio members from the Budget Office and from the Curriculum Council, as well as a graduate and an undergraduate student. For a full list of members and open positions, please see the Faculty Senate website:

<http://oregonstate.edu/dept/senate/committees/dec/member/2003-2004.html>

2. **Review of Minutes - Sarah**

- June 23, 2003 minutes were approved.

3. **Ecampus Report and Advice for the Dean** (Sarah Williams reporting for the Dean)

- **ERAM:** ERAM is money that comes in for E&G for the university. Ecampus would have a pool of funding to support departments, but the amount is tied to the RAM, which has yet to be determined. Once the ERAM is determined, there will be a flow of funds to departments, to assist in distance education development.
- **ERay:** A discussion of President Ray and his approach to distance education covered the following points:
 1. What role can the DE Committee play in getting the subject on the President's agenda? Distance Education is in the interests of the faculty, and the committee wants to continue to provide tacit support. Distance Education must be driven by the faculty in order to succeed.
 2. Jeff reported that President Ray seems skeptical of distance education as a revenue generator but he believes it has a role to play in higher education. Ecampus is self-supported, which helps. Dr. Ray's current opinion indicates a need for a combination of on and off campus course models
 3. ***The Committee recommends that Bill McCaughan put together a meeting, including other staff, to give the President a briefing on the status of Ecampus, distance education, and where it is going.**
 4. Allan Brazier is encouraging doctoral students to research distance education. Jeff suggested that they might create an ongoing assessment of distance education. Michael Riley, a doctoral student, is a possible candidate for this research.
 5. Sarah conveyed an Ecampus request to the Committee for a summary of the research on the relative effectiveness of distance learning. Deborah responded that it is not distance education as a thing that is effective, it is how it is implemented; we therefore need a study of effective implementation strategies, and OSU's alignment with these strategies.
 6. Many faculty are using Blackboard. Perhaps a doctoral student could examine for which courses this works better and for which courses it proves a constraint.

7. * The committee requests help from Ecampus and Education in pulling together best practices. The committee could look at them and do a "report card."

- MOU's: Sarah reported on departments who have signed MOU's with Ecampus, and mentioned targeted programs in the future.
- Marketing: Ecampus Marketing is currently receiving nearly one million hits a month on its website. The website is being redesigned to provide better information on student services and academic programs.
- Student Services: New student services include features like "Live Chat," and custom advising pages on the website for the Program Leaders/advisors. Ecampus is moving forward with the use of Banner Recruit to track prospective students and with Banner for NonCredit for K-12 Online and professional training programs. Department chairs who would like to see and review their distance offerings can call Frank Kessel for permissions to sign onto the sites. **(Jeff recommended members of the committee to get in touch with Frank Kessel if they want access to courses; mention you are a member of the committee)**. The Student Assessment of Teaching is online for distance courses.
- Development Plan: To prepare Ecampus for the Capital Campaign, part of the President's Strategic Plan, Jeff and a consultant worked with Bill McCaughan to create a development plan for Ecampus projects. For each idea, they did a strategic assessment of funding possibilities, the market, and ways to work with the Foundation to identify specific funding prospects for each initiative. The final copy will be circulated to the committee in a few weeks.

4. Review of Annual Report, suggestions for the 03-04 committee agenda

DE Committee Report: *Jeff would like everyone to review the material, starting on p. 4, and by next meeting prioritize some of the issues.

5. Student tracking for attendance - Curriculum Committee referral

Jeff received a question on (Email attached) attendance by students, or contacts; the CC committee needs an attendance record for distance courses. Is there a standardized way to determine attendance? All Blackboard users have course statistics and can determine what students have looked at, in the summary of statistics. That answer seemed adequate to the committee. ***The Committee recommends that faculty members teaching via distance use the tracking mechanism to collect better data for the purposes of being able to determine if the student ever attended the course.** Tracking mechanism needs a better explanation; perhaps Paula Minear and Frank Kessel could provide this.

6. Competition and cooperation, models for delivery

Bruce Sorte has suggested that there may be a variety of models to deliver distance education on campus; Ecampus is one but might not be the only model; COB is working on their own to deliver business courses. The committee values both competition and cooperation. We are the DE Committee, not the "Ecampus committee" and should be actively encouraging others who are using distance education to let us know, both for best practices and worst practices, to determine what works for OSU.

7. Liaison with other Faculty Senate committees

- " Len Friedman had recommended competing and cooperating with other OUS campuses; making a strategic effort to visit other committees and telling them what we do. We could share our agenda and our plan to explore best practices, meet with committees over six months, and then produce a report to the Faculty Senate in the spring. We could try to identify what is possible and where there are there barriers to cooperation. Sarah noted that the Deans of Distance Education in OUS meet on a quarterly basis. The CREADE program is an example of their cooperation, funded by Chancellor's Office, which is a reading endorsement for teachers, using distance-delivered coursework from several institutions in the state. Different tuition scales were a barrier at first but they put a common one in place. Each student has been assigned a home institution. The grant funds money to OSU for advising, but we do not have coursework online. The grant is also funding course development. It is a first step at collaboration. The committee suggested that the Deans of Distance Education could identify areas where a significant market exists but no single institution has the capacity to deliver a needed program. OUS funding of collaborations could initially bring people to the table.
- As for campus committees, ***Sarah will provide a list of the committees and their chairs by the next meeting. Members will be assigned committee visits at the next meeting.**

8. Future meeting schedule - January and remainder of 04

- Tuesday, Dec. 2, 2:00 p.m., in Valley 4142.
- ***Committee members will let Jeff know their schedules for winter and spring term.**

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Distance Education Committee

June 23, 2003 Minutes

Present: Jeff Hale, Bill McCaughan, Bob Ehrhart, Ruth Vondracek, Allan Brazier, Len Friedman, Kim Calvery

Notes: Sarah Williams

* indicates action items

1. **Welcome - Jeff**

2. **Review of Minutes - Sarah**

- The Minutes of May 14 were approved.

3. **Ecampus Report - Bill McCaughan**

- **Revenue Sharing Model:** The model will be implemented in the fall; using a pilot model this summer. The university is still waiting on its budget, so figures are not solid. There was an initial budget announcement from the Provost's Council that was mistaken. The RAM, to be allocated on the front end, is based on the prior year activity. The only caveat is that Ecampus will hold back 10% until the third quarter as a reserve.
- **President Designate:** Bill noted that Dr. Ray's perception of distance education is focused on the high cost of production and delivery. Bill met Mrs. Ray, also a professor, who is a strong supporter of distance education.
- **Building a Nation of Learners:** This report, which Bill reviewed at the recent CECEPS meeting in Washington, D.C., was produced at the highest levels of business and industry. The message is that we must reconsider how we are doing education.
 *Bill will obtain copies of this for the committee, since it will have an impact on those who control the budget. Bill will also share another report, from 40 institutions and professional organizations, for proposals for changes in the Higher Education Act.
 There are significant tax breaks for students available through the IRS. That information will go on the Ecampus website.
- **UCEA Report:** The Executive Director, Kay Kohl, produced a report on trends in distance education.
 *A summary of the main points will be circulated to the committee.
 The most successful programs are degrees, credit, and those that are integrated with the on-campus system. Bob Ehrhart notes that on the Ecampus Faculty page is the perfect rebuttal to those who complain of "no discussions in distance education": there is an issue on the website which raised a significant discussion, which is exactly what distance instructors want to be doing.

4. **Reorganization of Student Services - Jeff**

- **ESS:** Enrollment and Student Services in Ecampus is going through restructuring. The Advisor position is currently being covered by Kay Bell. The primary dilemma is how to handle large volume advising from large programs. Students should be able to take responsibility for pre-advising questions, and then advisors respond to focused questions. There are other self-advising programs on Banner. Ecampus will need to develop a set of FAQ's for students and program leaders and would appreciate feedback from the committee on this process and the FAQ's. Ecampus is not trying to replace program advisors, but help them to handle more students, more efficiently. One idea would be an online advising using a streaming video. Bob Ehrhart mentioned that the graduation audit is not working, so he worries about online advising not working too. He is still in favor of trying to find solutions. Students will go through admissions and pay for an assessment of articulation - a six-week process. This is not an advising issue but a recruitment issue.
 This raised the issue of what a program leader is - an adviser, a recruiter? In 20% of Ehrhart's

students, their articulation is not correct, which could worsen under an automated system. Ecampus is trying to address the issue of scale. What is the partnering college responsibility for this? Bill noted that 63% of the 170,000 students of the University of Phoenix, the largest private institution, are online students. We have to be able to give correct information online. Ehrhart noted that distance advising is going to take more time; his students have been very happy with the way they have been handled, personally. We should also look at completions, as well as the number of advisees.

5. **Review of Committee Accomplishments and Suggestions for Annual Report - Jeff**

- **Draft 1:** Jeff produced a four-page report on the committee accomplishments. The report covers Committee Organization, Advice on Quality Programming, Policies, and Future Directions.
- **Committee Organization and Communication:** It is significant in itself that this committee became a committee. Jeff covered areas such as ways Ecampus contributed to the welfare of OSU, and methods to improve "buy-in" for distance course delivery (training, information, encouraging faculty).
- **Advice to Ecampus:** The committee recommended development of specific market niches, assisted in development of the revenue sharing model, sought an equitable revenue split, suggested ways to build partnerships, and assisted in development of policy at the department level for assisting non-resident students in entry to classes for resident students.
- **Quality Programming:** The committee advocated for faculty incentives for course development and delivery, recruitment of younger faculty, use of existing administrative support (*Jeff will clarify the library order issue), and monitoring of "I" students.
- **Actions and Policies:** The Committee resolved the issue of Intellectual Property, completed the revenue sharing model, and supported the development of MOU's for colleges and departments. (Bill noted that the Graduate Council recently reduced the number of hours from 24 to 18 - our quarter system works in our favor in this case), as well as the development of a strategic plan to support the capital campaign.
- **Future Directions:** The Committee helped develop expectations for faculty and identify exemplary models of courses, use of asynchronous course delivery for BAC Core Courses, and work with Community Colleges. The Committee encouraged faculty to be successful distance educators, sought to develop pre-collegiate recruitment tools, advocated continuing to work with Cascades Ecampus, and reviewed plans for the Virtual Tribal College, the K-12 program, Intel and 509J. The Committee also recommended strengthening the liaison with other faculty senate committees. Len raised the issue of "competing and cooperating" with other OUS campuses, which should be on the agenda for the next meeting. Bill sought assistance from the Committee in helping Cascades Campus produce student credit hours. Their students should have the option of taking their courses face-to-face or by distance. In a brief discussion about loss of E&G funds, Bill noted that Ecampus lost \$850,000. Bob reported that students appreciate notice on tuition changes. He suggested that Ecampus create a consistent public statement about the advising changes.
- **Thanks:** The committee thanked Jeff Hale for his leadership of the committee. Bill would like the Committee report to be included in the Ecampus profile to the President Designate, due on June 30.
- **Len Friedman:** Len will no longer be on the Curriculum Council. He will need to be replaced on the committee.

6. **Future Meeting Schedule - *Jeff will notify the members of a future Committee meeting in September or October.**

Faculty Senate

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Distance Education Committee

May 14, 2003 Minutes

Present: Jeff Hale, Mark Merickel (for Bill McCaughan), Len Friedman, Alex Sanchez, Ruth Vondracek, Deb Healey, and Kim Calvery

Notes: Sarah Williams

* indicates action items

1. Welcome and Introductions

Mark Merickel represented Bill McCaughan, who was on vacation.

2. Review of Minutes

- The Minutes were approved. *Sarah will check again with Vickie Nunnemaker that Minutes are being posted to the website.

3. Ecampus Report

- **Visit of Karen Paulson from NCHEMS:** Karen visited campus to evaluate the fourth and final year of the FIPSE grant. *Ecampus will present a report to this committee following receipt of external evaluation report. Prior reports are on the ADEPT website: (<http://ecampus.oregonstate.edu/de/reports/>). Ecampus has exceeded its goals, including the goal of 100 courses. The impact of Ecampus on university culture will be included in her report.
- **Colleges:** Many colleges are seeing Ecampus as part of the financial and programmatic solution, especially with joint appointments. Engineering is currently working with Ecampus.
- **Current degrees:**
 1. Liberal Studies has been offered via distance for 19 years, and has evolved into a multi-faceted program.
 2. Ecampus is also in discussion with both the Natural Resources program and the Environmental Sciences program about the new revenue model.
 3. Top 25 core courses: There is an impetus to move large courses into an online environment. They are not distance courses, but will be hybrids, with the goal of becoming more efficient and space conscious. The Provost has dedicated funding to move four bacc core courses into this modality. He charged IS, CMC, and Ecampus to come up with a strategy to select the courses and to propose to department and colleges the move into this domain. The group has begun the process. Ruth mentioned that the Bacc Core Committee is unaware of this. *Bill and Curt should connect with this committee.
 4. There have been good discussions with HHS and how to deliver programs in new geographical areas and online.
- **New ventures:** These include:
 1. The Virtual Tribal College. Ecampus has been charged to come up with a prototype to present to Warm Springs, Umatilla, and Grand Ronde.
 2. The K-12 program is moving forward since being handed to Ecampus from Admissions. We have contacted 100 and 200 level instructors to let them know that Ecampus has contacted students in high school and asking if it would it be all right to advertise their courses. There has been an overwhelming positive response. There are now 30 classes that high school students can take. The coordinator is Tryna Luton.
 3. Bill has been in discussions about partnerships with 509J and with Intel about their Spanish outreach program.
 4. There is also no doubt about Ecampus integration into campus.

5. Jeff has met with Bill and a consultant about a fundraising plan and development prospects, for projects Bill has identified.

- **Curriculum Council:** Len Friedman mentioned the enforcement of prerequisites that has arisen in Curriculum Council. Currently enforcement is up to the instructor. Banner has the capacity to enforce prerequisites. Effective Winter 2004, every academic unit will have the option of choosing which classes could have the Banner option of exclusion. It will not be a global policy. This is a good heads up for advisors working with distance students. Jeff reminded the group that an instructor can override the restrictions.

4. Getting Faculty Ready

- Jeff emphasized that the committee needs to be opportunistic, encouraging new tenure track faculty to teach distance courses, although no one has been tasked to do anything except encourage others to become involved. The resource for faculty is on the Ecampus website (<http://faculty.ecampus.oregonstate.edu/>). Mark noted that Ecampus has joint appointments: their position description might be of interest to this committee. Jeff suggested regular communication with department heads and chairs about opportunities through Ecampus. Len mentioned the "buzz" about the 80%, causing people to consider partnering with Ecampus. Jeff mentioned ERAM, the separate money that is produced by participating in distance education. Ecampus's improved professionalism is being noticed on campus.

5. Memorandums of Understanding

- **Update:** Ecampus put out RFP's for course development through FIPSE; at that time, Ecampus created MOU's with faculty. Ecampus no longer does that, but now works it out with the department. Ecampus is close to finalizing the Ecampus-to-college MOU (**Attachment 1: DRAFT of MOU to Education**). The MOU defines the programs that run through Ecampus. If a department presents more than 50% of its program via distance delivery, it is considered a distance program. Therefore the programs in the Education MOU fall under this category. Ecampus responsibilities are as follows: workshops, faculty training, instructor pools, pre-advising, student services, course development, marketing, advertising, business services, paying instructors, overload pay, and professional education services. Ecampus wants to partner with departments on the non-credit programs. The MOU includes the revenue sharing model and the RAM model, and record-keeping. Ecampus works with the departments on any addendums. The department maintains their oversight of deliverables and hiring of faculty. Ecampus also assists departments in establishing an approved pool of instructors who are interested in teaching in this modality. The department has the final decision. The earlier MOU's referred to Intellectual Property but this is now addressed at the department level.

6. Intellectual Property

- **Update:** For distance education, intellectual property rights may be a moot point because it is the same problem for the university on any IP situation. Jeff distributed the Internal Management Directives from the Printing and Mailing website (Attachment 2). It is unclear nationally whether faculty does work for hire (see 6.215). The university takes the position that the ownership of copyrightable material resides in the hands of the person who developed it, unless university assets were used to create it, and then it goes to tech transfer. It is negotiated each time and each instance; there is no overarching policy. Jeff suggested that this committee would be best served by "leaving it alone." Jeff referred to Karen Paulson's document "Who Owns Online Courses and Course Materials" (see Attachment 3, conclusion, p. 26). They recommend the default policy be that the faculty member owns the course materials he or she has created. There is nothing that makes it specific to distance education. *Jeff will report to the Executive Committee. Mark suggested contacting the Technology Transfer office when considering commercializing a product. A discussion followed on the difference between course material, which is owned by faculty member - and the course, which is still owned by the university.

7. Questions or Opportunities for the Committee

- There were no questions or other items for discussion.

8. Future Meeting Schedule: June 23 at 3:00 p.m.

- Jeff will generate highlights of the year and consider the charge for next year for the committee. Deborah Healey mentioned the area of quality control; could this committee serve as a resource for departments? *Jeff will do an inventory of bulleted points, which he will circulate to members before June 23rd.

9. Other

- Are there other ways that Ecampus can liaison with the Faculty Senate? This committee presents a report once a year: are there any recommendations about how Ecampus can address the Faculty Senate and relate who we are and what we do? Jeff suggested that we look at current committees, identify where there are issues (Curriculum Council, Bacc Core, Faculty Benefits, Graduate Council) and be more proactive about being available for presentations.

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Faculty Senate

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Distance Education Committee

Tuesday, April 15, 2003 Minutes

Present: Allan Brazier, Paul Doescher (proxy for Bob Ehrhart), Len Friedman, Alex Sanchez, Deborah Healey, Bill McCaughan, Jeff Hale (Chair), Kim Calvery
Notes: Sarah Williams

* Actions or Decisions

1. **Welcome and Introductions**

- Paul Doescher asked if anyone would like to submit questions for the committee to hire the President. A headhunting group is doing preliminary screening.

2. **Review of Minutes**

- ***Sarah will check to see if the Minutes are being posted to the website**

3. **Ecampus Report - Bill McCaughan**

- **Spring Enrollment:** During the current year, Ecampus has seen 38% growth in SCH and 28% in headcount.
- **Revenue Sharing Model:** The model will be piloted this summer, although the new tuition rate is unknown. Potentially the increase will be 21%. Ecampus will not increase its fees.
- **Meeting with Colleges:** Bill has met with the College of Business on a potential minor in Business; also with Forestry who is interested in Recreation and Tourism at Cascades; Bill will meet with Jay Casbon next week.
- **Development:** Bill and Jeff met to discuss opportunities for development and have begun a process to identify a development consultant and to gain help from the OSU Foundation to identify prospective funding sources. This will put Ecampus in the best position for participation in a capital campaign when a new president comes in.
- **Faculty on Sabbatical:** A faculty member going on sabbatical has asked Ecampus to put his programs online. This approach would allow faculty to continue to teach while on sabbatical if they so desire.

4. **Getting Faculty Ready - Jeff Hale**

- **Exemplars:** Committee members were asked to identify four or five faculty as exemplars among their own peers as good teachers and leaders. How do we get them in front of the other faculty interested in distance education? How do we get the word out? Paul commented that existing faculty are stretched too thin and need incentives. (Although Ecampus has done a great job with the Natural Resources program and Bob Ehrhart and Ron Reuter.) Perhaps new hires should be required to put in a certain amount of time devoted to distance education. Deborah Healey suggested Ecampus look at the need in departments since faculty will step up where needed. An example of this process was Wildland Fire Resources. Distance Education can be a catalyst to build a team.
- ***Direction: The Committee will look at a variety of ways to get the word out; use exemplars internally and externally; consider involvement in proposals, job descriptions, convening teams to respond to particular opportunities.**

5. **Memorandums of Understanding - Bill McCaughan**

- Bill explained that Ecampus is working with two MOU's: one on a college level to offer a program, or a certificate, or a minor. In this version the dean would agree that the full amount of tuition and RAM would go back to the department to take or distribute it within the college. The second type would be at a department level, which would reflect the college agreement, including how they want the courses taught and by whom (in case they would like Ecampus to assign faculty from its pool). This raised the issue of Intellectual Property: the committee still needs to address strategies for addressing IP issues. It is suggested that the university focus on IP practices that would be administered at the department level rather than policies of Ecampus since IP in this context relates to a portion of tuition and rights of faculty. This could all be a part of the MOU. This is the Ecampus suggestion. Previously all revenue was coming to Ecampus and every agreement was individual. There should still be an institutional policy, however, such a policy could have options within it.

6. Intellectual Property - Jeff Hale

- Does the MOU make this issue moot? When there is an agreement with the department, this normalizes faculty activity.
- The committee should look at the document (distributed in hard copy at the meeting), especially their recommendations and other institutions' policies, and begin the dialogue.
- Faculty owns rights to academic publishable works, but this committee was looking at new deliverables and the interface between technology and intellectual property. Software is a gray area. On pp 7-8, there are rules about web-based product copyright belonging to OUS, but culture and history do not make these claims. ***Paul Doescher advised contacting the President or Provost to ask where OSU stands on this issue.** We need a policy of educational quality that does not detract from members in distance education and includes some sort of remuneration for these faculty members, which could be monetary or merit.
- Bill noted that Ecampus is trying to get faculty to predict the refresh cycle in order for Ecampus to notify them of this process; this might or might not have an impact as a "second edition." The Ecampus plan is for the refresh cycle to come from its budget. Paul suggested that any agreement should allow for faculty who go off campus and write something on their own time.
- Jeff referred to P. 15, where it refers to DCE evaluating the potential revenue stream. Have royalties ever been a factor? The majority of distance education courses will not be affected by this.
- Faculty assigned distance education activities should be able to do this in-load if desired by the faculty member and department. This then raises the issue of secondary uses.
- ***The committee requested that the Dean and E-campus keep the committee informed about how well departmental MOU's are working. This process is perceived as making the best use of resources available.**
- The question was raised about courses offered but not associated with a degree program. Len cited the PacificSource Leadership Development Program. Ecampus is contracted with them, even if OSU is not teaching them, but they are revenue generating. Paul Doescher noted that departments are already putting on such workshops, so should we look to departments - is it different if Ecampus does it? If everything occurs through a department, it can be tracked, but what about Ecampus? Is it restrained in the same way?
- Jeff Hale mentioned the opportunity for the School of Ed and Ecampus through the California Consortium. No money changed hands: students in California need the courses, OSU got the content to make courses, and their students get the opportunity, presenting a potential new market through this joint project.
- Paul Doescher requested that the committee not "handcuff" Ecampus, since its initiatives could pay off well; departments have traditionally not taken risks. Ecampus has to be entrepreneurial and take risks with seed money. Ecampus is now a "partner more than a lone ranger." The committee should be cognizant of Cascades Campus in this respect: Ecampus has tools other departments do not have. This committee can assure that the cooperative relationship continues but should not set unilateral "thou shalt not" policies.

7. ***Future Meeting Schedule: Wednesday, May 14th, 2:00 p.m.; a preliminary date for June would be Monday, June 23rd, 3:00 p.m., to be confirmed later.**

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Faculty Senate

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Distance Education Committee

Wednesday, March 12, 2003 Minutes of the Meeting

Present: Len Friedman, Bill McCaughan, Jeff Hale, Deborah Healey

Guest: Juanita Lamley (sitting in for Allan Brazier)

Notes: Sarah Williams

Attachments:

1. [Ecampus Revenue Allocation Model](#)
2. [The Tipping Point](#)
3. [Ecampus Teacher Roster](#)

Action items or decisions

1. Welcome and Introductions

- Jeff reviewed the agenda. Jeff introduced Juanita Lamley, Coordinator of Licensure and Professional Development for the School of Education and Ecampus, who was sitting in for Allan Brazier.

2. Review of Minutes of February 20

- P. 2, bullet 2, Bob Ehrhart's correction to his calculations. *Corrections on the last page will stand in the Minutes.* The surcharge is separate and was not available at the meeting.
- Paragraph 4: The source of Jeff's comment came from an analysis of the second box and third box that show tuition distribution: \$64 to departments and \$91 to Ecampus. This "appeared" to be skewed, but we failed to recognize RAM distribution that needed to be reflected in a more accurate way. We should also separate out tuition from fees. The tuition is divided 80/20, but the 20% is for R&D with a sunset; the costs are not administrative but programmatic. The next separation is on fees: the Ecampus fees should be compared to on campus fees for health, buildings, etc. *Use [Attachment 1 \(Ecampus Revenue Allocation Model or ERAM\)](#) in the current set of Minutes as clarification.* Bill McCaughan explained that the RAM dollars are calculated on a department's prior year activity. Since the RAM is calculated on the prior year, it will be distributed on the front end of the fiscal year and divided up among programs that have participated. Then departments will see hard dollars on the front end: a "reward" for last year's activity.

3. Ecampus Report

1. Revenue Sharing Review and Clarifications (see above, and [Attachment 1](#))

2. Updates

- On March 5, the California Community College Foundation, the OSU School of Education, and Ecampus signed an agreement for a teacher education component. The Foundation has affiliations with 1800 community colleges nationwide. The Foundation would like Ecampus to use the courses however we want, and we will offer them online. The website is up: (<http://ecampus.oregonstate.edu/teach/default.eml>); faculty are adjuncts to the School of Education.
- Ecampus received final approval with the City of Gresham and the College of Business for a proposal for a federal grant to establish the Global Computer Forensics Institute in the Gresham area, backed by Senator Wyden. The College of Business and Ecampus will be subcontractors to the City of Gresham in managing the grant.

4. Process for informing students of fee increases

- In response to Bob Ehrhart's question about notification of increase in tuition and fees, Lisa Templeton, Marketing Director of Ecampus, will direct students to the Ecampus website: (<http://ecampus.oregonstate.edu/>). There have been about 20 responses since the surcharge was added, and students readily understood. There will also be notification in the electronic newsletter, Enews. The statement will be a standardized statement, whether written or verbal. The Committee is concerned that Ecampus students will be taking more and more credits per term, and there may be a rationale for their getting a rebate or fee scaling. The fee is based on transactions, and if you take multiple credits, the fewer transactions there will be. The problem is that the tuition will increase, while cell values will decrease to 65%. Bill referred to [Attachment 1](#) and the cell values: with reduced RAM and increased tuition, it will offset costs. In monitoring tuition increases all over the country, Lisa is finding that OSU is still below the median.

5. Getting Faculty Ready

1. Committee "engagement period" with faculty to develop Senate recommendations

- Len Friedman opened this discussion of how to engage faculty in distance education by describing the diffusion model: there will always be innovators and laggards. Identify the decision leaders and influence them and co-opt them.
 - He also noted "The Tipping Point" by Malcolm Caldwell (see [Attachment 2, Synopsis of The Tipping Point](#)): how do you create a social epidemic? The Committee is trying to move faculty into thinking about teaching and education in a non-traditional manner. What can be done? *See the list of those who have taught distance courses in the last two years ([Attachment 3](#)): who is a great communicator, with experience in distance education, who is respected amongst peers? What influences the key people?*
- Bill suggested building a cadre of faculty comfortable working and teaching in this area. There is another group of faculty with knowledge and discipline. There should be a process to bring them into an environment where they can contribute and not be threatened by the technology or process. This would require partnering with other faculty.
- Juanita Lamley noted that there are people who would love to try teaching distance courses. As soon as they sit down with the Ecampus Development Team, they are sold. There are others who are obstructionists, who do not believe in online instruction. They are the only ones teaching and do not want to surrender their course. Deborah Healey added that there is a larger group of people who understand the process but whose tools are lacking. For example, there is no sound in Blackboard, which is a problem with languages. There are also those who are not impressed by what they see online. There should be a different plan for different groups.
- One important selling point is the discussion boards, where an instructor can monitor student responses better than in the classroom.
- Deborah mentioned the need for quality control and a way to address complaints. Bill responded that if a course is not high quality, Ecampus will not offer it, since we have a responsibility as an institution to offer good quality.
- Len has been influenced by "creating small wins": make it simple, create many opportunities for people to succeed. There are other options beside Blackboard asynchronous, including video, TV, creating a hybrid online in person system for a Masters degree. This means also hiring people to teach a class online, including the best in the country, who may not be located in Corvallis.
 - *Jeff directed the Committee to go through the faculty list and check off those with a good grasp of distance education, who command respect amongst their peers as faculty members and key influencers.*
- Len contended that faculty also needs support at the top. Bill has been working with Deans: Tammy Bray and Sherm Bloomer are on board, as well as Sam Stern. Eileen Kleinsorge is not resistant. Bill needs to work with Jeff and the department chairs in CLA; Engineering has units that are interested (Nuclear Engineering); Thayne Dutson is a supporter; Forestry is interested. Bill has focused on the message that deans will have to find alternative sources of revenue, and this is one.
- Jeff noted that the real tip is when a program head sees a connection between

budget and program plans. For the Faculty Senate: the Committee needs to differentiate between Ecampus and distance education (as a function); if we can go to the faculty with exemplars who are credible, they will be more receptive.

- Phil Isensee surveyed the 25 courses that produce 25% of credit hours. It was suggested that those courses be developed as an online pool of courses to give students options. As a part of a requirement, they would take one or more courses online. Then Ecampus can draw from that same pool of courses to serve students at a distance. This would also save square footage.
- One strategy for the Faculty Senate would be for three people to do a "show and tell" about their courses as an informational item and as an introduction for DE Committee to the full Senate.

6. Intellectual Property

1. Document Review

- Jeff said that he was satisfied with the level of working detail that the committee put into the document. The DE Committee needs to assess the options for intellectual property and how to pursue them. A simple procedure is needed that might function on a short-term basis.
- An issue will be how to separate intellectual property from technical. Jeff liked the examples from other institutions where what you put in is what you get out: if you put in 25% you get out 25%.
- Jeff is looking for questions from the Committee to take back to the Executive Committee, emphasizing that this is an incredibly important issue that must be resolved for the success of distance education at Oregon State University.
- The Revenue Sharing Model and new departmental MOUs will put intellectual property into a different context: the university is defined as the department in their ability to get money and funds to departments, where, before, it was between DCE and the faculty. Ecampus is brokering but it is not their product; it manages inventory; Ecampus also has an institutional contract with the student to get a complete degree.

7. Future Meeting Schedule: April 15 at 1:00 p.m., Gilkey 109. Members are to review the list of distance education instructors and the information on intellectual property.

Faculty Senate

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Distance Education Committee

February 20, 2003 Minutes of the Meeting

Present: Jeff Hale, Mark Merickel, Len Friedman, Bob Ehrhart, Alex Sanchez, and Kim Calvery

Notes: Sarah Williams

****Items bolded and italicized are action items.***

*****Corrections to the Minutes at the end of the document***

1. Welcome and Introductions

- Jeff introduced Mark Merickel to the members of the committee. Mark was filling in for Bill McCaughan from Extended Campus.

2. Review of Minutes

- Questions and Comments
With reference to III. Revenue Sharing Model, Bob Ehrhart cautioned that we cannot assume that there are faculty available to cover increased distance classes. He also noted that students outside of Oregon will not understand the background to the recent increase in costs. Mark responded that the Ecampus Marketing team is working on this. ****Sarah will contact Lisa Templeton, Ecampus Marketing Director, to visit the committee and share dates and processes.*** On p. 2, first paragraph, Bob asked that "Cascades Campus students" be changed to "Cascades Campus E-students."

3. Liaison from Faculty Senate Executive Committee

- Angelo Gomez from Affirmative Action will be the liaison from the Executive Committee.

4. Connection to 2007

- Jeff distributed the report from the satellite team External Campuses IT/Ecampus (Attachment 1). He noted that OSU is moving into a new period of engagement with 2007 and asked members to make their thoughts known. He commented that the current version of OSU 2007 does not include distance education to any significant degree.

5. Revenue Sharing Release Update

- Mark reviewed the Approved Revenue Sharing Model (Attachment 2). The timeline for summer is accurate for tuition increases. The tuition modification, for summer, including fees will follow the schedule on p. 2. The RAM formula will not be implemented until Fall '03. Ecampus has met with Budgets to work out how this will transpire, from the base year for RAM, so they can work with programs that currently exist. Ecampus can also work with departments in planning a new program, as long this is done conservatively. This would mean getting together with the department, estimating the number of students involved, and reporting the RAM to get that back. ********
- With reference to p. 2, bullets 3 and 4 at the bottom, tuition will be aligned with OSU and Cascades Campus. The surcharge is out of Ecampus hands, and will be prorated based on credit hours for distance students. Ecampus is still working with Budgets to determine if there are other numbers for e-students.
- P. 2, second box: Bob noted that \$161 per credit hour is "not as bad" as predicted, with money still going back to departments. Students seem to be taking more courses, which might mean new discussions about the cap. ********
- Jeff mentioned that there appears to be a lot of overhead (second box). That is based

on human resources in Ecampus. This was presented to the College of Science and was well received. This model has applicability and ROI. Ecampus has worked to get real costs and bring them into parity internally. The price structure is responsive to the needs of departments. * *

1. "Status of Plans for MOU's with Colleges

- Mark is working with Carol Babcock. There is an internal draft MOU which will be ready in a couple of weeks. This draft lays out revenue sharing, roles and responsibilities, and timelines.
- The MOU is a key component of Intellectual Property Rights (Attachment 3). Distance Education is a touchstone. Mark responded that Ecampus has developed an MOU that was favorable to faculty. The faculty wants to protect their intellectual property, and the university needs to recoup costs. **Jeff charged the committee to take the document and review it for changes in OUS policy (there is a comparison chart in the document).* Intellectual Property Rights needs to be reengaged at high levels. Right now, rules constrain faculty, so they need to be reeducated.

6. Getting Faculty Ready

- Role of the Distance Education Committee: This committee has been tasked to: 1) review intellectual property; 2) to make a presentation to the Faculty Senate about the status of Distance Education on campus; and 3) to review processes for Ecampus.

7. Questions Needing Additional Research or Attention

- Can we do Distance Education better? Should we outsource it? Should we have a competitive process, mergers, etc.? Ecampus is one way of delivering a program: are there others? Have we chosen the correct course?
- Bob reported that the keynote speaker at a recent conference in Orlando charged distance education faculty with how to be better, not just "as good as" everyone else. He concurred that teaching distance makes a better on-campus teacher. Alex agreed that distance education has the ability to influence the delivery of courses on campus. Len suggested that faculty should bridge both worlds: teaching and research. He would like to overcome the "us vs. them" mentality. With reference to "The Tipping Point," (about social epidemics precipitated by change agents), he wondered who the key distance educators are, who are also known as great "teachers"? ** Jeff will circulate a list from Ecampus and the DE committee will identify exemplars as teachers, researchers, and peers, and how they could duplicate themselves. The Distance Education Committee will also think of possible adopters in their own departments who have questions. These people will be invited to the meeting after next. They should be provided with the URL to the Ecampus Faculty Resource site:*
<http://faculty.ecampus.oregonstate.edu/>.
- The DE Committee likes the idea of targeting specific colleges as groups rather than an open forum for all comers.
- Len praised the distance education classroom at Cascades Campus. It would be good to have a place where faculty can go and interact about technology. Alex noted American River College in California where there is a building dedicated only to developing courses and where faculty can get help. He felt that this is the only way to get faculty to participate. We are fragmented in OSU in the tools for course development. There needs to be a "commons." We should look at creating this space. The Ecampus development group has adjusted to faculty's desire to teach instead of wanting faculty to do it "their way."
- Alex wondered how we could start using grant assistance in developing distance courses; how to use people who are retiring. Fisheries & Wildlife have tapped into their grad students for teaching distance courses.
- The on-campus/off-campus issue: This will not be an issue in ten years. We need to serve the students of this institution, wherever they may be. Who will stand up for the student? The Revenue Sharing Model will remove one of the key resource issues of competing for the crumbs on the table. We can move towards creativity and entrepreneurship since we are not competing for the same pot of money. We need to get the faculty ready to know that this is coming. There will be opportunities for them to develop courses, not as overload, but as regular load.
- Summer Session: Ecampus will not be competing directly with offerings from Summer Session.

****Bill should check back on defining relationships with community colleges.***

8. Next meeting: Wednesday, March 12, 2:30, Gilkey 109.

Corrections:

V. Revenue Sharing Release, paragraph 1:

Correction/Special Notes:

- (Jeff) The amount of RAM funding is decreasing in real dollars and is being further eroded by increases in numbers of students so dollar calculations on this page may be inaccurate.
- (Mark) They are accurate as of this date.
- (Bill) The amounts currently being used for calculation are correct as of this date. Legislative action may lower RAM cell values, but expected increases in tuition costs should offset this loss.

Paragraph 2:

Correction: (Jeff) The cost is \$483 ($\$161 \times 3 = \483 , not \$393) as Bob indicated in the meeting. There is, in fact, an increase of \$93, or 24%, in addition to any surcharge increases.

Paragraph 4:

Correction:

- (Jeff) The "second box" does not include RAM income that would also come to the department. Overall, the plan shows Administration revenue at 13%, Ecampus revenue at 38% (51% combined) and departmental revenue at 49%. This may be compared to the roughly 35/65% split implemented through the budget reconciliation process.
- (Mark) This information forgets that \$ currently go to cover campus fees and other on-campus costs.
- (Bill) If this information remains in the minutes, Bill would like to speak to the committee to clarify it.

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Distance Education Committee

January 16, 2003
Minutes

Present: Jeff Hale, Bill McCaughan, Kim Calvery, Len Friedman, Jeff Hale, Deborah Healey, Allan Brazier, Alex Sanchez

Notes: Sarah Williams

1. Welcome and Introductions

- There will be a new liaison from the Faculty Senate, to replace Paul Doescher.

2. Review of Minutes

- Len Friedman asked to make sure that this committee's work connects to OSU 2007.
- It was confirmed that the proposed tuition surcharge applies to DE students.
- The Minutes of October 31, 2001 were approved (Attachment 1).

3. Revenue Sharing Model

- Update on the RSM (Attachment 2): The Committee discussed issues on the sliding scale and cap. The University does not receive enough RAM or revenue to support in-state students. Out of state students are making it possible for in-state students to go to school. The idea of this model is to generate revenue for departments and give access to non-residential students: we do not want to disadvantage students due to a cap or to circumstances of location. The goal is to have an average of nine credits per year but there are those taking a heavy load. We need to determine how many residential students are taking how many DE courses. This is now possible since, previously, coding has not been available in Banner to identify students. As Ecampus develops a pool of courses, it could serve both resident and non-resident students
- Roll out of the RSM will be in the summer due to infrastructure and budget preparations. This will also give Ecampus time to meet with faculty and departments.
- Coordinating pricing with Summer Session: Who has the expertise on this to help deal with confusion over courses offered on-site and via distance? Which model of revenue generation would work best for Summer Session? Ecampus does not want to be in a competitive situation with Summer Session.
- Bill illustrated two student populations on the whiteboard: distance students, residents, and a pool of online courses. DE students rely on the pool, while residents have two options: on campus and online courses, allowing flexible schedules. This also allows the university to recapture square footage. The online pool could provide Bacc Core courses. One requirement of resident students could be to take one to three online courses to prepare for the future. The split CRN would allow students from both populations taking the same course, allowing one group to take advantage of the cap along with the others; and it is trackable. The Cascades Campus students are actually a commuter population who would want to come on campus. If CRN split, it would help with new

INS regulations to avoid the issue of taking too many distance courses. Alex Sanchez had students taking the same course but he was teaching two classes. He had hoped for interaction. A split CRN would avoid this situation. We need to think long-term and prepare students for life-long learning.

- Terms: The term "Elearning" means learning in an electronic environment, which students should know.
- Goals for roll out in the fall: Roll-out will be based on the following components:
 - The delivery of programs themselves. This will require MOU's for degree programs (we have the same obligation to non-resident OSU students as we do to resident students for degree completion).
 - The departments deciding what kind of faculty assignments will be made, what the cap will be. Currently Ecampus is working with 26 departments, grouped around four degrees. For example, Liberal Studies may serve as an incubator for other programs, minors, and interdisciplinary programs.
 - Ecampus has two or three new degree areas it will be working out. Ecampus is also revisiting the number of hours required for graduate certificates, which has put us out of the market.

4. Getting Faculty Ready

- DE Committee: This committee could take a stronger role in communicating and preparation, plus a recommendation to develop new expectations for faculty best suited for distance education. We could now discuss where to focus for peers and colleagues
- Course quality standards: Jeff distributed those for Ecampus (Attachment 3), which every faculty member receives when they teach a distance education course. There should be a strategy to convey process and content to tenure-track faculty who feel overloaded and overworked. There is an increased emphasis on seeking extramural funding and decreased emphasis on teaching. The emphasis will have to percolate up. Jeff suggested finding some exemplars who can talk one-on-one to faculty. Len suggested a strategy to "co-opt" the early adopters to diffuse the information. Faculty must be convinced that there is a benefit. Alex mentioned the "frustrating part" of learning the technology, so there should be adequate support technically for faculty members. This will also be a problem for students without technology access. This necessitates a complementary strategy to make it safe for conversations to take place within the political and economic confines of the unit; leadership needs to grant support to investigate rather than create an extra burden.
- Bill suggested multifaceted approach: pressure will be coming from multiple directions to have education online, including graduates. The target audience of instructors would be age 28-30, assistant professors, who like the community, have no book royalties, feel "boxed in," with young kids, could do this as an overload, are hungry for money. There would not be a similar response from older faculty. Extra money could be a real incentive. The British Open University presents a model where senior faculty creates the curriculum and younger faculty facilitate/manage the curriculum. Once faculty becomes a process manager for the course, he is freed up to do research. As a result, the BOU now has the top research faculty in the country (UK). Ecampus has a process in place to relieve faculty of technological responsibility.
- If the new revenue sharing model and instructional management model could be viewed as creating extra-mural funding, it offers freedom for research while generating additional funding.
- Jeff Hale, William Petty, Christine Roberts are starting an experiment to try to employ her as a facilitator and waive the cost of the course. If there is a technical and content facilitator, it is most valuable, particularly if a student is homebound. Allan Brazier has had experience of this

with Professional Technical Teacher courses; it could also be done at the Masters level.

- Len emphasized that there needs to be a top down and bottom up approach. In particular, there should be parity across the board in implementation.

5. **Issues and Opportunities Needing Additional Research** Jeff reviewed a list of issues, problems and questions addressed since the DE committee formed in May:

- Retired Faculty: were once thought to be a potential resources for distance teaching, are becoming a less likely possibility
- Management of course demands: Beginning to get Banner data on students, their needs, have made headway
- Strategic Communication for Ecampus and administration: in Bill's court; needs to be delivered by players on a timeline
- Inventory of Classes: Starting to do this.
- Revisit opportunities to offer classes to distance sites and from distance locations (e.g. Coos Bay to Bend, Campus to Portland, etc.)
- Elearning: Making progress because of space needs and need to teach more students. When distance students are blended with non-resident students, the interaction is enriched. Jeff mentioned the benefits of regional diversity.
- Ecampus delivery of training: Faculty site now online.
- Soaring non-residential capacity vs. residential capacity: More students are staying in state while the campus's residential capacity is stretched thin. OSU will need creative ways to serve both residential and nonresidential students.
- Nagging Questions: Rules for on-campus students taking distance courses; confusion with summer session; quality control; goal of equivalency relationship with partner institutions (e.g. need to work more on this with community colleges; DE activity and its connection to P&T; how Ecampus gets and stays competitive; the Ecampus' relationship with Cascades Campus (just need to talk more); and a need for regular review of who Ecampus serves and why, needs constant vigilance.
- Final comments: had many issues in May but have made major progress on major items. Alex: keep the student as the bottom line and we are headed in the right direction.
- Community College initiative: what was the goal of the outreach to community colleges? (Alex). Do they see us as competition? If we have partnerships to provide degree completion, they need to know that that is the agenda. Ecampus needs to decide on the degree completion programs that mesh with cc programs. Use those with contacts, like Alex, to increase trust. Also provide reserve labor pool of instructors there.

6. Next meeting: **Feb. 20th, Thursday, 10:00-11:30 a.m., Gilkey 109**

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Distance Education Committee

October 31, 2002 Minutes

1. Welcome and Introductions - New Members Ruth Vondracek (Library) and deborah Healy (ELI) were introduced.
2. Review of Minutes - Reviewed, no corrections.
3. Committee Name Change? - No, need to cover all Distance Education activities not just e-campus (e.g. ELI, web-courses, ect.)
4. Changes in Committee Membership: See above
5. Review Sharing Model (Financing model?) - Bill McCaughan distributed and explained the new Revenue Sharing Model (see attached). It is proposed that the tuition structure would change in the summer and the RAM portion would be implemented in F03 since funding comes during that term. On campus, units are paid 66.4% of the tuition. Under this model, the E-campus would redistribute 80% of tuition as an incentive for units to participate. The E-campus will approach departments to establish MOUs and seek multi-year commitments. Bill will also schedule a meeting with the Faculty Senate EC to review the Revenue Sharing Model. E-campus staff is still discussing caps, parity, etc. Their goal is to be within the published range of student fees at OSU.

Members were concerned about the lack of a plateau on fees and fees on top of tuition (especially beyond three credits). They felt it was important not to disadvantage full time students with distance education fees. Members were concerned that the fees might be a disincentive to take more classes.

Faculty may be in-load, over-load, term or adjunct for distance instruction.

The overall model is based on 15,000 "enrollments" per year by 2005. E-campus will produce 7,000 enrollments this year.

6. E-Campus Internal Marketing Brochure - Bill McCaughan reviewed the brochure with members.
7. National center for Education Statistics on Distance Education - Bill notified members of material available from the center.
8. Short-term Goals for E-Campus
 1. Secure support of Provost and Deans - Deans are beginning to understand how E-Campus works, its direction, mission and purpose. MOUs are next.
 2. Targeted programs for development: Beginning to work with Business and Computer Science

based on marketing data but there was little interest. The E-Campus goal is to reach identified needs in identified markets.

3. Strategies to stimulate unit participation (e.g. blackboard conversions). Unit developments will be able to offer degrees to non-residential students. E-Campus won't do everything or be for everyone. Looking for degree program partnerships. Participation is not for everyone. Programs should have high demand with courses effectively taught in this medium.
4. Support for "adjunct model," also known as the "instructional management model" would work well for classes such as WR 121 using GTAs to facilitate classes. This continues to be a concern that money may be driving the issue of using adjuncts versus educational quality.
5. Ownership of content issues. **This FS committee could take a strong role in focusing on pedagogy to ensure quality and strengthen off-campus offerings.**
6. Faculty training and technical assistance. There is still fear of loss of tenure, loss of class control, "de-skilling" the teaching profession, etc. Need to think of class "facilitators" as "recitation leaders." The class is developed and run by the faculty member. Faculty should work with students, not technical content. The criteria for selection of an instructor should always be disciplinary knowledge. Members discussed pedagogy and the characteristics of "facilitators."
7. Committee recommendations to the full senate to facilitate DCE success. **The committee could help develop and review expectations for faculty, facilitators, responsibilities, levels of assistance, expectations and exemplary examples and criteria for the types of courses best suited for distance delivery.**
9. Issues and Opportunities Needing Additional Research or Attention
10. Feedback for the dean
11. Future Meeting Schedule - a future Thursday at 10:00.

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Distance Education Committee

June 18, 2002 Minutes

Present: Bryan Miyagishima, Bob Ehrhart, Allan Brazier, Paula Minear, Jeff Hale, Kim Calvery, Bill McCaughan

Jeff reviewed the agenda. Members reviewed and approved the minutes from the first committee meeting.

Bill McCaughan was asked to describe DCE. Bill said that DCE is like the Cascades Campus - it serves and identifiable, non-resident, non-traditional student population with services tailored to that population. Like the Cascades campus, programs are unique to distance education. The "Extended Campus" is truly an extension of the OSU campus with a unique inventory, collection point and delivery mechanism in partnership with the academic units. The Extended Campus will develop "extensions" of existing services to serve special populations, not to duplicate existing educational offerings. DCE pays some faculty directly while others are given DCE assignments from their academic homes.

Bill Ehrhart stressed that DCE needs to be part of the university. Bill said there was a need to hire different faculty who had expertise to work with distance students. Some on-campus students will need to develop expertise to gain affinity with distance students. Bryan mentioned that DCE is now a "mom & pop" broker of services moving toward a "branch campus" model. Alex agreed there was potential in a "branch campus" model and also expressed interest in graduate education. DCE has the potential to open up academic departments to people around the state if faculty can take the mission of DCE seriously. An important component will be to reach place-bound community college students.

Bill McCaughan was asked to update the committee on the DCE financing model. The budget reconciliation process created new alignments with new formulas that raised numerous questions about the funding of DCE. DCE plans to charge students \$130 per SCH for undergraduate and \$255 per SCH for graduate work. The goal will be to align tuition with the campus. The average DCE students take an average of 9 credits per year. Three classes at \$130 per credit is \$390 per class compared to \$487 on campus for tuition and fees. Currently, distance students do not pay non-resident rates. The same tuition rates and rules will apply to students who get off-campus, on-site delivery of classes. DCE is looking to give departments 20% of the tuition dollars to stimulate greater participation.

There were concerns about the funding cuts and their effect on DCE. While the university as a whole is taking a 4.5% cut, DCE will take a 10% cut in 02-03, 15% in 03-04, 20% in 04-05 and 25% in 05-06. In other words, education and general fund (E & G) support for DCE will be cut 50% over the next 4 years. Currently E & G is 23% of the DCE budget. The new funding model will return the BAM and a portion of the tuition to the academic unit.

The committee discussed how much money would be available to departments to offer classes. Bob noted that the funding model presented doesn't provide a real picture. Costs to the students seem to be increasing 36% in this model. Bill suggested the committee focus on the cost of tuition and fees - what is the total cost to the student? It is likely DCE will go to a sliding scale for tuition based on the number of credits taken. Paula wondered if a sliding scale would be more difficult for departments to use and track. Bill noted that the new approach would be to track SCH productivity by the faculty member.

It was suggested that DCE analyze how many credits students actually enroll for. Paula also mentioned that many students getting "I"s in classes are an additional class enrollment factor. Alex suggested that DCE might think about a fee for "I"s. Perhaps DCE could consider an "active fee" as used in the grad school.

Brian brought up a problem he is experiencing with getting library materials out for research projects.

Bill McCaughan presented the goal of DCE enrollment as being 15,000 students taking 9 credits per year.

15% would be lower division, 45% upper division, 35% post-grad, and 5% doctorate. He envisions 25 certificates, 6 MAs, 2 EdD / Ph.Ds and 5 undergraduate degrees. 60% of the students would be in-state and generate RAM dollars. The total revenue would be \$37 million or \$3300 for each FTE student. Funds will be provided for participating departments and programs with strings attached.

The immediate goals of DCE are to align tuition charges with campus tuition and fees, get funding to the academic units, get a fair share of funds for central services, and move DCE to a fee based model. DCE also plans to change its name to "extended campus" to reflect the program as an "extension of the campus."

RECOMMENDATION: Up to 20% of tuition is kept for research and development of classes and library services.

The model for course delivery is for OSU faculty or instructors to supervise adjunct facilitators who will implement distance courses delivery under faculty supervision. This model is similar to one used by the University of Phoenix where students are impressed with the high quality of student experience. Bill suggested the committee should hear from one of the representatives from SUNY. The committee briefly discussed the pros and cons of instructors and adjuncts, in-load and in-line or overloads for the faculty.

DCE believes it has the obligation to add inventory where they know there is a potential for large enrollments based on marketing research and market demand.

Committee members also expressed interest in a "center for teaching and learning" to train faculty for distance delivery of courses.

The next step for DCE is to gain the buy-in of the Provost and Deans. There needs to be the political will to move the distance education agenda forward.

Members asked if DCE "overhead" for departmental and DCE administration was equivalent to "returned overhead." Bill responded that administrative fees offer an "equal opportunity" for units that can't do sponsored research.

Members suggested that certificate programs might be more lucrative in the short term than degree programs. New programs will position OSU in the middle of a national distance education market. Members wondered if the market would bear the fee.

Currently DCE is able to cover administrative and program development costs with \$1 million of FIPSE carry-forward. Now there must be a new role for the university in a national competition for distance students. Out-of-state students will pay their own way so Oregon students will benefit by a national distance student body. As DCE grows, more faculties will increase both program flexibility and generate more resources.

Members wondered how the on-campus students might be affected. As far as DCE is concerned, students get served and tuition is the same. Departments give approval for on-campus students to take distance courses. The committee discussed the DCE goal of having 20% of resident students taking distance classes as a way to increase university capacity.

A meeting schedule was not determined. Members will be polled for times for the next meeting.

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Distance Education Committee

May 3, 2002 Minutes

Attendance: Bob Ehrhart, Allan Brazier, Paula Minear, Jeff Hale, Bryan Miyagishima, Paul Doescher, Kim Calvery, Bill McCaughan

The committee reviewed the founding purpose for the DE committee as approved by the Faculty Senate.

The Committee brainstormed, discussed and ranked topics to consider, and opportunities and issues to be raised.

Opportunities

- recently retired faculty as instructors for DCE;
- management of course demand to be able to respond accordingly;
- strategic communication to better connect DCE with college leadership;
- build a permanent inventory of classes targeted at specific groups of students;
- offer classes to distance sites and to campus from distance locations;
- development of a model for residential students (e-learning) with guidelines for on-campus delivery (to improve use of residential campus, promote lifelong learning, etc);
- DCE can communicate the availability of resources and a supportive infrastructure for the development and delivery of distance courses;
- non-residential population growing while residential is confined to campus facility capacity

Issues and Problems

- confusion about relationships with other institutions (e.g. TADA). Do we want to pursue external agreements?;
- on-campus students taking distance courses;
- confusion over the pricing and process of summer/DCE/campus(s);
- confusion about faculty copyright and fair use issues;
- quality control (the most discussed faculty issue) may be a goal of "equivalency" with campus offerings;
- relationships with partner educational institutions (e.g. dual enrollment);
- need a way to use technology to create a "high touch OSU experience";

Questions

- How do DCE activities fit with P & T?
- How will DCE get competitive and stay competitive?
- What is the DCE relationship to the Cascades Campus?
- Who do we serve and why?

At the request of the committee, Bill McCaughan presented the DCE Revenue Sharing Model and the RAM model. He also briefly discussed a course delivery approach using adjunct faculty supervised by OSU faculty. The tuition structure for DCE was also discussed. The committee was generally receptive to the revenue sharing and RAM approach to resource allocation for DCE classes. There was some concern expressed about the amount paid to instructors. Bill mentioned that the average payment to instructors for distance courses nationally is \$2,500 per semester class.

Next Meeting: The committee identified the DCE course delivery and management system model to be of high

priority for the committee. The next meeting will be dedicated to review our method of delivery and administration. How should the delivery of distance courses be managed and organized to best serve students? The meeting will be held in the Faculty Senate offices from 9:00 to 11:00 on June 18, 2002.

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Materials linked from the 2012-2013 Online Education Committee Annual Report.

Course	Face-to-face			Ecampus			same ?	
	Faculty	Bacc core learning	Other learning outcomes	Faculty	Bacc core learning	Other learning outcomes	Bacc core	Other learning outcomes
ANTH330	TT	yes	yes	GTA	yes	yes	yes	no
ANTH380	GTA	no	yes	GTA	yes	yes	no	yes
ANTH481	Inst	link	yes	inst	no	yes	no	no
AREC351	TT	no	yes	TT	yes	yes	no	yes
AREC461	TT	yes	yes	TT	yes	yes	yes	no
AREC352	TT	yes	yes	TT	yes	yes	yes	yes
ATS320	TT	yes	yes	Inst	yes	yes	yes	yes
CS391	TT	no	yes	Inst	no	yes	no	no
CROP330	Inst	yes	yes	Instr	yes	yes	yes	yes
FSBiTox435	TT	no	yes	TT	yes	yes	no	yes
FW350	inst	no	yes	inst	yes	yes	no	yes
Geo300	inst	no	yes	inst	yes	no	no	no
Geo305	TT	yes	yes	Inst	yes	yes	yes	no
Geo306	inst	yes	yes	inst	yes	yes	yes	yes
Geo307	inst	yes	yes	inst	yes	yes	yes	yes
Geo308	inst	yes	yes	inst	yes	yes	yes	yes
Geo335	TT	no	yes	inst	yes	yes	no	yes
Geo350	inst	no	yes	inst	no	yes	no	yes
Geo380	inst	yes	yes	TT	no	yes	no	yes
H312	GTA	yes	yes	inst	yes	yes	yes	yes
HDFS447	instr	yes	yes	GTA	no	yes	no	yes
HST425	TT	no	yes	TT	no	yes	no	yes
HST481	inst	yes	yes	inst	yes	yes	yes	yes
HSTS417	TT	yes	yes	inst	no	no	no	no
PHL443	inst	yes	no	inst	yes	yes	yes	no
PHL444	TT	yes	no	inst	no	yes	no	no
PS476	inst	no	yes	inst	yes	yes	no	yes
SOC456	TT	yes	no	TT	yes	no	yes	no
SOC480	inst	yes	no	inst	yes	no	yes	no
SOC481	inst	yes	yes	inst	yes	yes	yes	yes
WS340	inst	yes	no	inst	yes	no	yes	no

Summary

Who is delivering the course?

	F2F	Ecampus
GTA	6.5	9.7
inst	51.6	67.7
TT	41.9	22.6

Are the learning outcomes the same? (% yes)

Bacc Core	51.6
Other	61.3

If there are no outcomes in a category, it is classified as no.

Are learning outcomes stated? (%yes)

Bacc Core	67.7	74.2
Other	83.9	83.9

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Distance Education Committee

2004-2005 Annual Report

Faculty Senate Distance Education Committee

April 17, 2006

DRAFT POLICY ON PROMOTION AND TENURE ISSUES

1. Courses offered at a distance and courses offered face-to-face both contribute to the educational mission of the University and are given equal weight in promotion and tenure decisions.
2. When a faculty member teaches a distance education course, this assignment will be part of the job description, unless the employee and the department jointly consent to another arrangement (such as so-called overloads).
3. Development and delivery of successful distance-education courses requires special skills that will be credited in the promotion and tenure promotion process.
4. Development and delivery of face-to-face and distance versions of the same course is a substantial increase in workload over the development and delivery of a single version. The extra work involved in such dual-delivery courses will be reflected in the employee's job description.
5. When the development of a distance education course results in materials that serve as a *de facto* textbook¹, these materials will be counted and evaluated during the promotion and tenure process as a form of "scholarship and creative activity," much as a paper textbook is considered.

¹ Extended Campus and the Distance Education Committee are working toward procedures for peer-review of online textbooks.

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Faculty Senate Distance Education Committee April 17, 2006

DRAFT Policy on Distance Education Course Assessment and Review

1. Individual distance courses will be reviewed on a regular, 3-5 year cycle either as part of an instructor's on-campus teaching peer review or as a separate review process.
2. Individual departments are responsible for distance course and instructor review.
3. The review process will include peer assessments of instruction, course materials and course delivery technology.
4. On-line student evaluations of teaching and survey techniques will be developed that result in response rates no lower than rates from in-class evaluation tools. Instructors will utilize these on-line evaluation tools or other means to maximize response rates.

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- a. Turn in a signed and completed “OSU General Activities Eligibility Form” to student Involvement to have the students’ eligibility status certified as below;
- b. Be “in good standing,” which requires a student to meet the following academic standards:
 1. Maintain a cumulative GPA of 2.0 or above as an undergraduate or 3.0 or above as a graduate student;
 2. Not be on disciplinary probation;
 3. Be a regularly admitted OSU student;
 4. Be currently enrolled for at least six credits

Individual Information

Name:	Date:
Address, City, State, & Zip:	
Telephone #:	E-mail:
Academic Major(s):	Class Standing (Please Circle One) FR SO JR SR PB GRAD

Top Three Committees of Interest

1) _____	2) _____	3) _____
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Please tell us why you would like to represent the Students of Oregon State University on these Committees?

Students will receive a letter of appointment to committees in an e-mail, as well as a phone call.

Release of information: In order to have your eligibility verified, you must sign below to release your current and past class schedule, GPA, and disciplinary action to the Student Activities Committee, for as long as you hold the specific position listed above.

By signing this application, I understand that representing the student body on university committees is an important task and I have time to invest in this position. Should I not be able to fulfill my duties as a committee member, I understand that I will be replaced and not eligible to hold a position in ASOSU or on any other committees, unless I am properly dismissed from service.

Student Signature

Student ID

Date

T. Brett Deedon
 ASOSU Executive Secretary
 Office: 541.737.6216
 E-Mail: asosu.execsec@oregonstate.edu
 Website: <http://asosu.oregonstate.edu/committees>

Faculty Senate

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Online (Distance) Education Committee

2012-2013 Annual Report

Membership

Roger L Nielsen '13, Chair	College of Earth, Ocean and Atmospheric Sciences
John Edwards '13	Psychology
Lisa Templeton '13	Extended Campus
Lynette Black '14	Wasco Extension Service
Nicole Duplaix '14	Fisheries and Wildlife
Christina DeWitt '15	Food Science and Technology

Ex-Officios:

Budgets & Fiscal Planning Committee (TBA)
Curriculum Council (TBA)
Graduate Council (TBA)
Library - Stefanie Buck
Extended Campus - Alfonso Bradoch

Executive Committee Liaison - Jon Dorbolo/Dan Edge

Committee Charges for 2012-13

At a meeting with the Faculty Senate President in spring 2012, the DEC Chair summarized the status of the long-term goals for this committee. The two ongoing issues were 1) the monitoring of the renewal process for the rules regarding use of on line classes towards full-time status, and 2) continuation of the long-term process of developing assessment tools for parallel face-to-face and on line classes. This second issue grew out of concerns about the quality of on line courses relative to those offered on campus. Two years ago, the Online (Distance) Education Committee (OEC) was charged with working with the appropriate groups to examine ways in which the outcomes for different delivery methods could be assessed. In 2010-12 we developed a long-term plan to work with the assessment office and individual units towards that goal. That plan is described in detail in the [2010-11 annual report](#), and again in [last year's report](#), and are summarized below.

2012-13 Activities and Accomplishments

Role of the Online Education Committee in the evaluation of the process for allowing Ecampus credits for full-time status. Prior to Fall 2011, graduate students were not allowed to count Ecampus course work toward full time status. This was irrespective of the source of funds used to pay for their tuition. Last year (2011-12), we on the Distance Education Committee were asked to make a recommendation to resolve the issue. We recommended that students who paid their tuition themselves, or through grants and contracts, should be able to count Ecampus course credits towards their full-time status. In addition, we took the position that whatever was implemented, the financial impact should not fall onto the units that deliver the courses.

The policy implemented by the Graduate School allows students to apply all Ecampus credits to their full-time status. This policy has the advantage of simplicity. Nevertheless, several committee members voiced concern that the change would have a negative financial impact on units that offer Ecampus graduate courses that are popular with students on GTAs.

This policy was renewed for the upcoming year, and units have been protected from financial impact by redistribution of funds centrally. The policy is scheduled to be evaluated annually. Our committee feels strongly that the Faculty Senate should be a part of that evaluation process.

Assessment of parallel on line and face-to-face sections of the same course. Last year, the committee identified a number of preliminary recommendations to be developed. The questions were prioritized based on the current activities of the Baccalaureate Core Committee and the assessment office.

- 1st order priority – compare learning outcomes for parallel courses – specific questions – in what percent are the learning outcomes identical – in what percent are they different but equivalent – in what percent are the learning outcomes sufficiently different as to represent two different courses?
- 2nd order – compare assessment criteria for on line and face-to-face courses. Are they identical? Parallel, or completely different?
- 3rd order – To what degree do these courses attain their learning outcomes?

Questions pertaining to the assessment of outcomes in parallel sections (summarized after last year's report).

- How comparable are learning outcomes in parallel courses?
Action/Recommendation: Work with the assessment office to tabulate and compare the learning outcomes published in course syllabi in parallel sections of the same courses.
- How many courses do we test in 1st phase?
 - *Action/Recommendation:* Coordinate with the current assessment effort of bacc core courses – assessment office followed by discussions with our committee.
 - Who is going to be responsible for collecting the assessment data from parallel sections?
 - *Action/Recommendation:* Effort should be lead by the unit and facilitated and supported by the assessment office and Ecampus.
- Where are the resources going to come from?
 - *Action/Recommendation:* Support should be provided by the assessment office and Ecampus either directly to individual faculty or through an on line research center (e.g., COER). With the change in leadership of the assessment office, that needs to be revisited.
- Who is responsible for performing assessment activities?
 - *Action/Recommendation:* The unit responsible for delivering the course should perform the assessment. However, it is critical that the assessment office, Ecampus and the colleges actively facilitate, support, and provide oversight.
- Is the effectiveness of a course dependent on the characteristics/experience of the instructor?
 - *Action/Recommendation:* We need tracking information on the instructor responsible for course delivery.
- How does the difference in student profiles effect outcomes?
 - *Action/Recommendation:* Obtain data on student population in individual sections.
- Are there significant differences in student resources between on line and face-to-face courses (e.g., library, software, tutoring, etc.)?
 - *Action/Recommendation:* Tabulate resources provided to students in parallel sections.

Little progress on these issues was made in the Fall due to the workload in the assessment office. We re-engaged on [January 29](#) with a joint meeting of the Online Education Committee and Bill Bogley and Stefani Dawn from the assessment office. Stefani Dawn presented information gathered as part of the ongoing analysis of the bacc core Synthesis courses. This information was distilled from the overall data on the behest of the OEC in order to set up the next steps in the development of a plan to assess the equivalence of Ecampus and face-to-face courses.

Based on Stefani's report, it was the sense of the group that changes need to be made in future bacc core review reports provided by the units that house and deliver bacc core courses in order to have sufficient data to answer the questions above. These changes would focus on improving the (currently grossly inadequate) level of internal consistency of the data. For example, the information from the bacc core self-reporting process resulted in the reporting of syllabi for only 10 of the 33 courses where there were parallel and on line courses.

There was a long discussion by the committee as to reasons why the data was so incomplete. There was no consensus other than that the faculty making the reports may need more guidance as to what needs to be submitted in the periodic bacc core review reports (part of this issue may also be the fact that the goal of assessing multiple sections of a bacc core class has not been a central priority in the review process).

Other specific concerns raised included:

- The need to avoid pushing more work down to individuals in the units.
- The alignment (or misalignment) of assessment with the learning outcomes (example – a course with a stated writing related outcome, but without an assignment that required writing).
- Bacc core classes have a built in five-year review process; however, that is not true of non-bacc core

- classes. Who is responsible for making sure those classes have equivalent outcomes and assessment plans?
- What about degree assessment? What process is responsible for making sure that parallel Ecampus and face-to-face degree programs have equivalent learning outcomes?

In an attempt to make some progress on our long-term goals, the OEC chair agreed to independently (with the assistance of the assessment group) collect the information on learning outcomes for parallel sections. The results of that research are reported in the [attached spreadsheet](#). Examination of that data indicates that even the most basic information on learning outcomes is not reported consistently in the course syllabi.

Specifically, the bacc core learning outcomes are given in the syllabus for only 2/3 of all bacc core courses delivered face-to-face and for 3/4 of bacc core courses delivered by distance. Further, the learning outcomes are the same in parallel sections in only approximately half the cases examined.

This supports the initial data collected by Stefani Dawn with respect to the completeness of the data. It also supports the initial recommendation of the committee that the assessment office provide more guidance to faculty during periodic reporting processes. However, more general guidance of faculty will be necessary for courses that are not part of a periodic review process (e.g., bacc core courses). This guidance must become part of the basic training of faculty as they develop and revise courses.

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- 57 eCampus Synthesis courses
- 33 have a main-campus version (58%), 4 have a Cascades/other campus version (7%)
 - 15 (45%) are high impact (>60 students enrolled fall, winter, Spring) or high enrollment courses (>50 students in a single term, not offered all terms).

Syllabi from eCampus/On-Campus Courses

- 10 syllabi from both versions of the course, 2 of which you cannot tell if the same syllabus is used for the on-campus or on-line (30%)
- Missing 24 syllabi from one or the other version of the course (70%)
- 4/6 (67%) with different instructors do not have the same outcomes; one course with different instructors only have the WIC and STS outcomes for the course so they are shared.

Questions:

- Are there any minimum expectations for comparability between on-campus and online courses? If so, what are they?
 - Considerations for assessment: Outcomes, assessment of outcomes (assessments matched with outcomes), attainment of outcomes
 - Vagueness of syllabi and assignments on syllabi makes it challenging to compare
- Who is responsible for the course and the expectations for that course? For the Bacc Core there are defined outcomes and some expectations (e.g. writing in synthesis courses), there is also a mechanism for oversight (Bacc Core committee). This seems like a natural place to target comparability and is important (it is where students hypothetically obtain their core, basic skills). In the degree programs, it is the responsibility of the unit. With electives, unit level?

Attachment to the 2/9/09 Distance Education Committee agenda

From: Lach, Denise

Sent: Tuesday, January 20, 2009 1:39 PM

To: Brown, Carol - COB; Cramer, Lori

Cc: Anderson, Chris; Cluskey, Mary Marshall - ONID; Deitering, Anne-Marie; Ede, Lisa; Green, Cary; Haak, Margie; Hammer, Roger; Lambrinos, John; Reuter, Ronald J - ONID; Shaw, Susan Maxine - ONID

Subject: Questions about on-line courses

Carol and Lori - the Bacc Core committee (BCC) has been struggling this year with some issues related to e-campus courses in two areas: 1) bacc core courses that are available only online and 2) lab courses offered online.

1. BCC members are concerned about creating online bacc core courses that have no analogue with on-campus courses. Some of these great classes may be less available to on-campus students and may also be significantly different from on-campus bacc core courses. Are we creating a separate Bacc Core online? Issues about exam proctoring* have also been raised, especially for courses that are pre-requisites for other courses (although I think e-campus has ways to monitor this no one on the committee right now knows much about it).

2. We haven't seen a good model for delivering lab courses on line although chemistry has bought some professionally prepared "intro" labs that they are currently using and are proposing a two-course model where students do lecture components on line and labs somewhere in a lab (at a community college, a weekend seminar, or condensed summer session). This two-course model begs the question about whether labs and lectures need to complement and build on each other and whether asynchronous labs are efficacious. The other lab model we've seen is from biology and looks more like biology experiences (e.g., growing mold in the refrigerator, looking at different meat cuts in the grocery stores to see muscles, etc.) than labs about biological/chemical/physical processes.

Can you, as chairs of your respective committees, share any ideas, thoughts, approaches that could help us as we review applications for online bacc core courses? I'd be glad to talk with you and/or have you come and talk with committee members if that works better.

Thanks, in advance - Denise

** For the Ecampus exam proctor policy, please see:*

<http://ecampus.oregonstate.edu/services/proctoring/proctorguidelines.htm>



Sample Course Syllabus

Syllabus Guidelines

Note to Instructors:

The course syllabus forms the basis of a contract between you and your enrolled students. A clearly-worded syllabus is essential for distance students who may not have the ability to check their understanding of your requirements by catching you in the hallway after class. By using this official document to precisely state your expectations for learning and behavior in your course, you will minimize possible confusion and misunderstanding.

The syllabus template offered below is meant not as a static document, but as a beginning point. We encourage you to personalize the template to reflect the uniqueness of your course, your individual approach built upon your experience, incorporating departmental and associated institutional or professional requirements where called for. Feel free to re-state text to accommodate your individual style of presentation.

Two versions of the syllabus are essential for courses facilitated by OSU Extended Campus:

- 1) The “**Sample Course Syllabus**,” also referred to as a generic syllabus, is posted to the Ecampus Schedule of Classes, linked from your course, so that students who are thinking about taking your course will have an overview of the topics, learning objectives, project and exam requirements, learning resources, and “classroom” environment. This version of the course syllabus should not be term-specific, and thus should not include specific dates. Inclusion of dates would require updating the syllabus every term that you teach the course. Instead, we suggest that you indicate timing of topics, exams and due dates for projects by week of the term. For example, “Midterm – Week 5.” We would suggest you consider keeping the length of the Sample Syllabus between two and three pages.

The template for this Sample Course Syllabus is provided below. Please submit this version of the syllabus to Joan.Oakes@oregonstate.edu by email attachment as a Word document; the document will then be converted to PDF format for posting to the Ecampus Schedule of Classes.

Note: Remember to review the Sample Syllabus prior to registration each term to ensure it is current and accurate, and provide updates to Ecampus as needed.

- 2) The “**Detailed Course Syllabus**” is the syllabus you will provide to your enrolled students within Blackboard once they begin their course. In many cases it will be exactly the same as the Sample Course Syllabus with the addition of week-by-week timelines for readings and discussions, and specific due dates for exams and projects. You may also want to include more comprehensive information in this syllabus than you would provide in the Sample Course Syllabus, such as:
 - Reading assignment details;
 - Examination formats: paper vs. computer based in Blackboard, and possible proctoring requirements;
 - Project instructions, including when drafts are due
 - Grading Rubrics
 - Course conduct: academic and behavioral expectations.

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

If you need assistance posting the Detailed Syllabus to your Blackboard course, please send it to Dianna.Fisher@oregonstate.edu, who will facilitate posting it for you.

The syllabus template we provide below uses the guidelines established by OSU Academic Programs and Curriculum Council as a framework for the required sections, including additional suggested elements:

- **Required sections (in black):** please provide the information to complete each of the minimum required sections marked with * .
- **Optional sections (in blue):**
 - Ecampus has provided optional sections for your **Sample Syllabus** marked with ♦ that may be helpful for you and your students.
 - Additional suggested elements for later use in your **Detailed Syllabus** are marked with ♣.
- Comments/instructions/suggestions intended for instructors only are enclosed in [brackets]. Please delete these from your final copy.

Save your final version of the Sample Course Syllabus as a Word document and send by email attachment to Joan.Oakes@oregonstate.edu for posting. Please contact Joan if you have questions (541-737-9813).

We would like to thank many of our instructors who have given permission to make available to you various wording they have found to be useful and successful. You have their permission to adapt their wording to your use as you see fit. Feel free to delete the optional wording you do not want to use. If you have examples of sample verbiage that you feel other instructors might find useful, please forward your contributions to Joan.Oakes@oregonstate.edu.

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.



Sample Course Syllabus

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

[* - indicates minimum required information]

[♦ - indicates optional sections/text]

[♣ - indicates additional, suggested elements for Detailed Syllabus to post in Blackboard]

* **Subject & Course:**

* **Credits:**

* **Instructor's name:**

* **Instructor's email and/or phone:**

♦ **Link to instructor's on-line bio/website.**

♦ **Teaching Assistant name and contact info:**

♦ **Syllabus effective for term(s):**

* **OSU catalog course description, including pre-requisites/co-requisites:**

* **Course content:** [Concise outline of topics and activities; course timeline by the week of the term, omitting specific dates.]

♦ **Blackboard** — This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the [Ecampus Course Demo](http://ecampus.oregonstate.edu/services/technical-help.htm). For technical assistance, Blackboard and otherwise, see <http://ecampus.oregonstate.edu/services/technical-help.htm>.

* **Measurable student learning outcomes:** [What will students learn in your course and how will you verify this learning? See [Student Learning Outcomes](#) for a definition and instructions.]

* **Bacc Core / Slash Course / WIC:** [If your course is Bacc Core or WIC, you should explain what students will learn in your course related to the Bacc Core / WIC requirement it fulfills.]

Baccalaureate Core: <http://oregonstate.edu/ap/curriculum/baccore.html>

Successful completion of this course partially fulfills OSU's Baccalaureate

Core course requirements in the [*Skills; Perspectives; Difference, Power and Discrimination; Synthesis*] category under [subcategory].

[Please be specific as to exactly how the activities and assignments in your course meet these requirements.]

Slash Courses: http://oregonstate.edu/ap/curriculum/policies/S_slash.html

For 4XX/5XX courses, you must list appropriate distinctions in outcomes between the 4XX undergraduate and 5XX graduate versions of the course.

Writing Intensive Course (WIC): <http://wic.oregonstate.edu/>

Explain how your course fulfills WIC guidelines.

Use student writing as a significant approach to learning that involves

- regular and frequent opportunities to write, including both graded and ungraded writing (at least 5,000 words)
- a paper (at least 2,000 words) that addresses a controversial question requiring integration of information from more than one source
- a significant part of the overall course grade based on evaluation of writing

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

*** Learning resources:** [Textbooks, lab kits, streaming media, course packets, etc.]

NOTE to prospective students: Please check with the OSU Bookstore for up-to-date DVD, course packet, and textbook information for the term you enroll (<http://www.osubookstore.com/> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

*** Evaluation of student performance:** [How will the learning outcomes will be measured (exams, projects, discussions, etc)? What is your grading scale?]

♦ [Optional text, if requiring proctored exams:]

This course requires that you take #__ exams under the supervision of an approved proctor. Proctoring guidelines and registration for proctored exams are available online through the Ecampus [testing and proctoring website](#). It is important to submit your proctoring request as early as possible to avoid delays.

♦ Course Policies: [Suggested wording is offered below for course policies on participation, missed or late exams and assignments, makeup work, etc. Many were provided by experienced Ecampus faculty; feel free to edit or delete, or add your own as you wish.]

♦ **Exam Policies** — Preparing makeup exams requires a significant effort on the part of the instructor. Consequently, makeup exams will not routinely be given. Makeup exams will be given only for missed exams excused in advance by the instructor. For missed exams that can be anticipated ahead of exam time, advance permission from the instructor to miss the exam will be necessary. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances. Regrades of exams will be performed when there is an error and the student requests it. All requests for regrading must be made within 3 class days of the day the exam is returned. After that period of time, grades will be fixed and will not be changed. (BB 450 Instructor: Kevin Ahern)

♦ **Incompletes** — Take this course only if you plan to finish it in a timely manner (during this term). I assign an "I" or incomplete only when there is a strong and compelling case for doing so (e.g., health reasons, military commitment). I will not consider assigning an incomplete unless the individual has completed over 50% of the course tasks (e.g., papers 1 and 2, and the midterm). Please note that students receiving incompletes are subject to assignment weight reduction (and consequently may not be eligible for A or A- grades) because some of their work will be submitted late. (NR and RNG Instructor: Bob Ehrhart)

♦ **Incompletes** — I give Incomplete (I) grades only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), **and** if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away. (WS 599 Instructor: Janet Lockhart)

*** Statement Regarding Students with Disabilities:**

Accommodations are collaborative efforts between students, faculty and [Services for Students with Disabilities \(SSD\)](#). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 541-737-4098.

*** Expectations for Student Conduct:**

Student conduct is governed by the university's policies, as explained in the [Office of Student Conduct: information and regulations](#).

♣ [Ecampus strongly recommends that you explicitly state your policies on academic honesty and classroom civility. Please consider adapting appropriate suggestions below.]

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by [Oregon Administrative Rule 576-015-0015 \(1\) and \(2\)](#) and is subject to sanctions under university policies, [OSU Office of Student Conduct](#).

♣ **Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

♣ **Conduct in this online classroom** — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#). Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules [Division 015 Student Conduct Regulations](#).
(Adapted from statements provided by Becky Warner, SOC)

♣ **Communications:**

♣ **Ground Rules for Online Communication & Participation:**

- *Online threaded discussions* are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- *Online Instructor Response Policy:* I will check email frequently and will respond to course-related questions within 24 hours.
- *Observation of "Netiquette":* All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
 - writing online: <http://goto.intwg.com/>
 - netiquette: <http://www.albion.com/netiquette/corerules.html>.
- Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 3?). If you don't see your answer there, then please contact me.

(Adapted from Jean Mandernach, PSY)

♣ **Guidelines for a productive and effective online classroom**

- The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague's statements. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Be open to be challenged or confronted on your ideas or prejudices.

(Adapted from a statement provided by Susan Shaw, WS)

♦ Student Assistance:

♦ **Contacting the instructor** — [Describe how and when students should contact you. Some instructors have office hours, which can be problematic for distance students depending upon their location and work schedules; most instructors prefer email or postings to discussion boards, depending upon the type of question.]

♦ **Technical Assistance** — If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

♣ Tutoring —

- **Writing:** OSU offers a range of resources to assist you in becoming a better academic writer. Specifically, you are encouraged utilize the [OSU Online Writing Lab](#) and/or the online tutoring service available free through [Smarthinking](#); both of these services are valuable resources to improve your writing and adherence to APA style. (PSY470 Instructor: Jean Mandernach)
- **Other Tutoring:** [Please refer to availability of online tutoring subjects, free to Ecampus students, as described in the [tutoring](#) section of the Ecampus website.]

♣ **Course Evaluation:** [Some instructors provide a discussion board for ongoing student comments and suggestions during the term. Often they choose to allow anonymous posts. Soliciting input from students about the course during the term is valued by students and gives instructors the opportunity to deal with problems while the current batch of students can still benefit.]

♣ **OSU Student Evaluation of Teaching** — Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

Faculty Senate Distance Education Committee

November 14, 2006

DRAFT POLICY ON PROMOTION AND TENURE ISSUES

Note for committee: Additions are underlined. Deletions are marked with square brackets. Choices are within curly brackets.

1. Courses offered at a distance and courses offered face-to-face both contribute to the educational mission of the University and are given equal weight in promotion and tenure decisions.
2. When an faculty member teaches a distance education course, this assignment will be part of the job description and promotion dossier, unless the employee and the department jointly consent to another arrangement (such as so-called overloads).
3. Development and delivery of successful distance-education courses require special skills that will be credited in the promotion and tenure promotion process.
4. Development and delivery of face-to-face and distance versions of the same course {can be}{is} a substantial increase in workload over the development and delivery of a single version. The extra work involved in such dual-delivery courses will be reflected in the employee's job description and promotion dossier.
5. When the development of a distance education course results in materials that serve as a *de facto* textbook¹, these materials will be counted and evaluated during the promotion and tenure process as a form of "scholarship and creative activity," with the same standards as a paper textbook. [much as a paper textbook is considered.]

¹Extended Campus and the Distance Education Committee are working toward procedures for peer-review of online textbooks.

Comments from the FS Promotion & Tenure committee from May 06, summarized by their chair

.... the group agreed with essentially all of the recommendations.

Specifically

1. E-campus and F2F are equivalent with respect to P&T.
2. E-campus courses should be part of a faculty member's PD
3. Develop and delivery require a special skill set that should be part of the P&T evaluation
4. Development and delivery of F2F and Distance versions of the same course represent a significant increase in work load compared to doing one or the other. This should be reflected in the PD. Note:: The specifics here are very complex and depend on the nature of the materials - for example the D&D of a course F2F and distance that is a lecture only course on - say - Geology of National Parks is easier than one that has a lab component that would require a substantially different teaching method in the distance format (e.g. a Biology course). Such arrangements need to be negotiated between the instructor and their chair before the fact - not back calculated by the departmental P&T committee years later.
5. Development of materials for distance course and application to scholarship and creative activity - this is extremely discipline specific. Once again - this is something that should be arranged and considered prior to undertaking the work - not something the candidate should try to dictate to their department. If a candidate approaches their department with the attitude "I am going to use this as Schol and Creat Activity" after the fact, it makes it appear that the candidate is padding their record. If, on the other hand, a faculty member wishes to pursue the area of distance education as a scholarly activity - it is more productive to get support up front and have it written as such into their position description. It can then be documented by peer reviewed publication, conference proceedings, books, etc.

In effect, the delivery, evaluation and reward for E-courses should be treated in as similar a way to F2F courses as possible. The premise is that faculty invest the same intellectual effort, resources and commitment to them. My experience suggests that to be the case. One sees the same variation in quality in E-campus as one sees in F2F course (there are good and bad in both).

Comments from members of the FS Faculty Status committee, May 2006

1. The policy seems fairly reasonable as written. Editing is needed in #3, "Developing and delivering successful..." Point #5 seems squishy. I guess such materials would be considered a de facto textbook to the same degree as detailed notes are prepared, packaged, and sold through

the OSU bookstore. It would be up to P&T committees and administrators to determine whether such materials should be considered as a form of scholarship and creative activity in the same way that it is sometimes difficult to determine whether educational materials developed by Extension faculty can be considered as such.

2. I think these are good guidelines. Points 1-3 seem great, and will safeguard faculty who choose to teach distance classes.

I don't know if all distance ed. classes are web classes, or if there are still distance ed. classes that involve students attending an interactive video cast of the class. Combining a regular face-to-face class with a video cast class would be more work than a regular face-to-face class alone, but not a huge amount. Distance students are likely to need more individual attention, but the lectures, activities and tests are the same. For this type of distance ed. class, point 4 is fine or may slightly overstate the work involved. However, I think that point 4 may understate the work involved in developing a new web class. I have never created or taught a web class, but my guess is that putting a good one together is as much work as putting together a completely new course, even if the materials for a face-to face version of the class have already been developed. "Substantial increase in workload" may not give sufficient credit for the development of new web classes. Once the web class has been developed, the increased work in a dual-delivery course would depend on the number of students in the distance component. "Substantial increase in workload" seems appropriate for this.

Scholarship and creative activities credit for materials that serve as a textbook seems very appropriate, as long as there is a good review processes, and that nature of the material is considered. To be fairly treated this way, the materials would need to be comparable in size and scope to a traditional textbook. Consideration of size and scope can probably be left to the discretion of promotion and tenure committees, but some sort of formal peer review process is a critical element.

3. As with most course development, it is the initial development that is the most time and energy-consuming. However, if it is the intent for the course(s) to be ongoing, something should be stated in the PD re: course 'maintenance' - the 'upkeep' of distance ed courses can be time-consuming.

4. I echo previous [above] comments regarding these guidelines. I think they are progressive and they make sense.

5. I agree with all the comments. To qualify for scholarship and creativity, a formal peer-review process may need to be written in the guidelines.

Faculty Senate

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Distance Education Committee

Policies of the Faculty Senate Distance Education Committee

(extracted and freely adapted from the 2002-2003 and 2003-2004 annual reports and minutes from 2001-2002, with notes from 2004-2006)

Scope of the Committee

- The Committee reviews and recommends policies on all forms of distance education within the University and values both competition and cooperation. (AR 2003-2004) (approved 24 Jan 05)
- Asynchronous course delivery for the on-campus environment, although involving distance delivery technology, is not within the mandate of the Distance Education Committee. (AR 2003-2004)
- The Committee recognizes the Cascades Campus as an independent entity and does not see their on-campus educational services as "distance education." (AR 2003-2004)
- The Committee monitors the curricular process to assure that it is correct and efficient. The Committee will not be directly involved in the curricular process itself. (AR 2003-2004) (approved 24 Jan 05)

Administration related to Extended Campus

- The Committee supports the revenue sharing model implemented in fall 2003. (AR 2002-2003) (obsolete?)
- The Committee supports the creation of Memoranda of Understanding between Extended Campus and departments and colleges that specify greater roles and responsibilities of departments in the design, implementation, and oversight of distance courses and degree programs. (obsolete?)

Other

- The administration of intellectual property ownership resides within the academic unit. Royalties should be divided based on the contributions the faculty member and the University each has made to the final product. (AR 2002-2003) (Is this DEC business?)

Version: 12 October 2006

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Faculty Senate Distance Education Committee

January 26, 2006

DRAFT POLICY ON PROMOTION AND TENURE ISSUES

1. Courses offered at a distance and courses offered face-to-face both contribute to the educational mission of the University and are given equal weight in promotion and tenure decisions.
2. When an faculty member teaches a distance education course, this assignment will be part of the job description, unless the employee and the department jointly consent to another arrangement (such as so-called overloads).
3. Developing and delivery successful distance-education courses requires special skills that will be credited in the promotion and tenure promotion process.
4. Development and delivery of face-to-face and distance versions of the same course is a substantial increase in workload over the development and delivery of a single version. The extra work involved in such dual-delivery courses will be reflected in the employees job description.
5. When the development of a distance education course results in materials that serve as a *de facto* textbook, these materials will be counted and evaluated during the promotion and tenure process as a form of “scholarship and creative activity,” much as a paper textbook is considered. [Need to check this.]

Faculty Senate Distance Education Committee

Thread on Access Policy

Ron Stewart, February 25, 2005

Here is the proposed language I would like us to discuss today, sorry it is probably not going out in time for today's meeting. I will bring hard copy and offer my apologies to those folks in Bend.

OSU Distance Education, including all E-Campus programs, will develop clear and concise standards to insure, to the maximum extent possible, the full inclusion and participation by persons with disabilities in the complete aspects of all programs, services and operations. OSU seeks to be at the forefront in the creation of a complete and compelling learning experience. Therefore, it is the intent that the educational and programmatic focus will be on equitable use by persons with disabilities, not simply compliance with the typically accepted standards.

Deborah Healey, February 25, 2005

Here are my suggestions. Changes are in blue and brackets, in case the blue doesn't show up.

OSU {distance education}, including {every} E-Campus program, will develop clear and concise standards to {ensure}, to the maximum extent possible, the full inclusion and participation by persons with disabilities in {all} aspects of all programs, services and operations. OSU seeks to be at the forefront in the creation of a complete and compelling learning experience. Therefore, {an} educational and programmatic {goal for OSU distance education} will be {full and} equitable use by persons with disabilities, not simply compliance with the typically accepted {ADA} standards.

Ron Stewart, February 25, 2005

Just one minor correction to your correction, I used square brackets. The are not ADA standards they are accessibility standards. The ADA applies primarily to employees and customers, we actually serve our program participants under Section 504 of the Rehab Act, and in a minor way under the ADA.

... not simply compliance with the typically accepted [accessibility] standards.

Bill McCaughan, February 25, 2005

Sorry I had to leave the meeting before this discussion occurred.

Question: If the institution currently does not meet (my assumption) the “typically accepted (ADA) standards,” are there institutional resources available to enable the institution to establish and meet a higher set of standards?

Also, as we had previously discussed, does the committee want to put out its “recommendation” for standards prior to the release of the guidelines being finalized by the committee appointed by the Provost to address this item?

Ron Stewart, February 25, 2005

Just my opinion here, and the very commonly held understanding in the accessibility field. First I would agree with your assumption in regards to OSU's distance offerings. However I would suggest you seek clarification from AA/EEO and/or Legal on the University's stand on this issue. It would also be my opinion, which I have expressed before, that E-Campuses self-supporting status has no bearing on this issue.

As you know the responsibility for access to all programs and services is an unfunded legal mandate that is part of the cost of doing business for any public institution. As far as I been able to determine, through a variety of sources, OSU really does not budget for accessibility costs related to program or service development. They do budget for costs directly related to providing student accommodations. Secondly under applicable disability law all resources created, developed or allocated at OSU are institutional resources, this also includes grants and donations. Thereby if we are going to be financially prudent, the cost of the accessibility for any program or service really needs to be included in the costs for the development of that program or service.

I also have always operated under the practice of we do not retrofit, unless to serve a specific student accommodation need, but need to design accessibility into all new programs and services. My professional opinion on your first question would be no, not in any practical sense

My program is funded to provide support to campus units on how to make things accessible, this includes E-Campus, but not to actually do the accessibility piece for them unless it is part of a direct accommodation to an enrolled student. The way I operationalize this is, if we have a student who is blind enroll in one of our many inaccessible distance based courses then we will (TAP) help provided the needed resources to make that course accessible or provide a reasonable alternative accommodation. For example the several web based courses we have had to print out and scan back into the computer to produce an accessible electronic version of the website, and did not bill E-Campus for the related costs.

As to the policy piece and why I decided to bring this back up, other than it being my responsibility as a disabilities advocate. Given the time projections that I have heard on how long it is going to take to get this proposed set of "guidelines" through the faculty senate (a year perhaps if not more), and not getting any response from the chair of the IT Access committee that was charged by the Provost prior to our meeting, I thought it was important to at least look at draft policy language dealing with accessibility. In particular since it does not seem to be just "my" issue, but one that was endorsed by other members of the committee as needing policy direction.

The DE policy language, as it is currently being considered, is general enough in nature and does not speak to a specific set of standard. As currently worded could be used to endorse the IT Access Guidelines, or any other set of nationally accepted best practices depending on the decisions of the distance education entity involved.

Debbie Coehlo, March 18, 2006

Since I will not be able to attend the next meeting, I just wanted to add a few comments to the ongoing discussion for assuring distance education is accessible to all without discrimination due to ability. My background is in assuring children receive equitable education following the IDEA law, so some of my thoughts may not apply to adults. However, the IDEA was based on an expansion of the ADA in part. The key terms we use in primary education is accommodation and adaptation. All educational plans for individuals identified as having a disability or condition that interferes with education must include how the institution will provide accommodations (allowing more time for test taking for those with learning disabilities) and adaptations (for example, providing audio tapes for required readings or exams).

The other question I would like considered is who are we talking about, exactly? Are we responsible for assuring our distance courses are available to all, or just those students admitted as OSU degree seeking students? OSU degree seeking students must meet minimum requirements (GPA, SAT scores, etc.), whereas E-Campus does not require admission into OSU as a degree seeking student before taking courses. The group of potential students for E-Campus may be much larger, and abilities more varied, than those students admitted as OSU degree seeking students. My guess is that we must be accessible to all as a public institution, but I am not familiar with laws guiding admission criteria.

Faculty Senate Distance Education Committee

November 30, 2004

SUMMARY OF AGREED UPON MUST-DO ACTIVITIES

Background information

- Encourage a survey of faculty involved with distance education, covering their needs and satisfaction with support and rewards. [ECampus already surveys faculty about their support .]
- Collaborate with Center for Teaching and Learning on survey of faculty and administrators to assess their distance education needs and issues.
- Develop the capacity to provide valid and reliable statistical information on the operations of OSU's distance efforts.

Quality

- Identify mechanisms for monitoring course quality.
- Make recommendations to, or collaborate with, the Center for Teaching and Learning re services and materials for faculty relating to distance education (eg training on distance education, tip sheet of best practices, basic standards, other resources).

Integration of distance participants

- Insure that all distance education offerings are fully accessible to persons with disabilities in a planful and proactive manner.

Faculty relations

- Address promotion and tenure issues.

Other

- Serve as a faculty advisory board for the Dean of Extended Education.
- Adopt a policy on policies.

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Faculty Senate Distance Education Committee

November 2, 2004

ANNUAL REPORT 2003-2004: SUMMARY OF RECOMMENDED TASKS FOR 2004-2005

- Continue liaison with other Faculty Senate committees (1)
 - Rationale: Make other committees aware of issues involving distance education; hear what issues other committees have that might relate to distance education
- Committee members and staff should discuss the development of a “tip sheet” providing guidelines for evaluating faculty distance teaching (3)
 - Rationale: Customary approaches to peer review of classroom teaching often do not fit the kinds of teaching being done in distance courses; as a result, teachers of distance courses might be underrated
- Address promotion and tenure issues (3)
 - Rationale: Many perceive inequalities in standards, evaluation, and support between faculty involved in distance education and those who are not
- Follow-up on actions recommended for others
 - Someone, such as the Center for Teaching and Learning, should survey of faculty involved with distance education, covering their needs and satisfaction with support and rewards (2,3)
 - Rationale: First need to determine if problems exist before we tackle their solution
 - E-Campus should develop a list of basic standards for distance courses (2)
 - Rationale: Improve the quality of distance courses
 - School of Education doctoral students should undertake an assessment of distance education at OSU (2)
 - Rationale: A thorough, research approach to assessment would be more useful than surveys and anecdotes
 - E-Campus should create a list of best/worst practices (2)
 - Rationale: Increase success of distance courses, help faculty become aware of what is involved in developing and delivering distance courses

OTHER ISSUES SUGGESTED BY COMMITTEE MEMBERS

- Should distance students pay out-of-state tuition? (2)
- Implementing a WIC-model for training individuals in distance teaching (2)
- Difficulty of funding distance courses in the sciences with the current resource allocation model (RAM) (2)
- Standardizing competencies in distance teaching (2)
- Developing distance courses should be recognized and rewarded as creative activity (3)
- How to fully integrate distance students and faculty (3)

Categories:

(1): Committee operations; (2): Tools, training, funding; (3): P&T, rewards, integration

Materials linked to the October 2010 Distance Education Committee minutes.

**College of Liberal Arts
Overload and Ecampus Instructor Compensation Policy (DRAFT)**

Background

The Oregon University System (OUS) has established rules and policies regarding overload pay (*OUS Fiscal Policy Manual 10.33*, *Oregon Administrative Rule 580-021-0025*, and *Oregon State University's (OSU) Conflict of Commitment Policy*). Oregon State University has issued its updated policy regarding Overload Compensation and Ecampus Instruction, effective September 16, 2010. This policy was mandated as a result of an internal audit. These policies have always been in effect and the audit process caused Oregon State University to address the audit findings. As a result, it is necessary, for all units to come into compliance with the overload policy upon the effective date and in-load Ecampus instruction beginning winter term, December 16, 2010.

The Internal Audit Division gave Oregon State University an opportunity to develop its own policy and to determine how pay rates would be established and enforced. The Vice Provost for Academic Affairs and International Programs (VPAA) convened a task force comprised of Deans, tenured administrators, professors and human resources staff who drafted the policy now in effect.

This document is intended to clarify the process and guide and inform academic unit supervisors as to how this policy should, and may, be implemented. Specifically, two aspects of the policy need to be emphasized.

- Faculty are permitted to engage in activities involving overload time not to exceed one day in a seven day week, on an average, or its equivalent during the academic year or other period of appointment, and that no full-time employee “shall engage in any outside employment that substantially interferes with duties.”
- For unclassified faculty, this restriction means that both overload effort and overload compensation is limited to an effective equivalent of no more than 8 hrs per week, 104 hours per term, or equivalent to 1 course a quarter. Internal audits have declared all overloads in excess of this amount to be in violation of OUS and OSU policy.

Compensation for Instruction

- Overload compensation for tenure track faculty is based on the “standard rate of pay” for on-campus and Ecampus instruction.
- Student Credit Hours (SCH) cannot be used to justify compensation rates and is not subject to exemption (see below).
- Therefore, all instructor compensation will be based on a *per-course basis*.
- The “standard rate of pay” for any specific course, however, can be based on criteria such as: instructor qualifications (M.A./M.S., Ph.D.), credits, level of course (lower, upper division; graduate), workload (e.g., WIC versus non-WIC), and discipline (market).
- It is understood and accepted that compensation for all courses, including non lecture courses with no meeting times (e.g., doughnut courses, internships, etc.) should take into account the effort required to deliver the course. Although SCHs cannot be used exclusively to justify compensation rate, when the number of students enrolled

dramatically impacts the effort (i.e., hours per week) needed to deliver a course, then compensation could reflect this.

Approval for Overload Pay

A “request for overload pay” form will require at least three different signatures for approval, and will now be reviewed by the VPAA’s office before final approval can be granted.

Specifically, the order of signature approval is as follows:

1. Employee’s Supervisor (who will provide explanation and justification for compensation)
 2. Employing College/Unit Authorized Representative (Dean’s Office)
 3. Executive Officer or Authorized Representative (Optional: Needed if overload is for work outside the faculty’s member home academic unit).
 4. Business Center HR Representative (Until CLA Business Center hires such an official, these will be forwarded to Jeri Hammer in HR).
 5. Finally, all requests will then be reviewed by the VPAA’s office for final approval. Once a policy process is approved, only those requests outside these guidelines will need VPAA approval.
- **Criteria for approval at step #1 (academic unit supervisor).** OUS policy requires that no full-time employee “shall engage in any outside employment that substantially interferes with duties.” It is the responsibility of the academic unit supervisor to ensure that any overload duties do not interfere with the satisfactory execution of an employee’s in-load duties. The unit supervisor will review the employee’s performance based on his/her position description to determine whether adequate performance standards are being met in teaching, research and service. Meeting these standards is a prerequisite for teaching overload courses.
 - **Criteria for approval at step #2 (Dean).** Each unit (school, department, program) in the College of Liberal Arts must submit a plan to the CLA Dean that is in compliance with OUS and OSU overload, instructor and Ecampus instructor policies.
 - **Criteria for approval at step #3, which will be evaluated by the Vice Provost for Academic Affairs and International Programs.** The primary concern is compliance with Oregon State Law and Oregon University System (OUS) policy regarding overload and Ecampus instructor pay. The Oregon University System (OUS) has established rules and policies regarding overload pay (*OUS Fiscal Policy Manual 10.33, Oregon Administrative Rule 580-021-0025, and Oregon State University’s (OSU) Conflict of Commitment Policy*). These documents stipulate:
 - Activities involving overload time should not exceed, on average, the equivalent of one additional course per term.
 - Compensation for overload courses should be consistent with the compensation provided for similar course delivered by instructional faculty in their normal duties.
 - Academic unit supervisors or deans, in consultation with the Vice Provost for Academic Affairs and International Programs are responsible for identifying an appropriate range for overload instruction in their units with a clear justification for how those compensation levels are set.
 - On-campus and Ecampus instructor compensation will from this time forward be based on a *per-course basis*. Compensation for overload teaching cannot be defined as a function of students or student credit hours.

- Overload compensation for tenure track faculty is based on the “standard rate of pay” for on-campus and Ecampus instruction.
- The “standard rate of pay” for instructors and overload compensation can be based on: instructor qualifications (M.A./M.S., Ph.D.), credits (1, 2, 3, 4, etc.), level of course (lower, upper division; graduate), workload (e.g., WIC versus non-WIC), and discipline (market). Student Credit Hours (SCH) cannot be used to justify compensation rates and is not subject to exemption (see below).
- The “standard rate of pay” should provide reasonable compensation for work and high quality instruction for students.
- Tenure-track faculty eligible for overload compensation must not be in violation of OSU’s “Conflict of Commitment” policy (http://oregonstate.edu/admin/hr/documents/conflict_commitment_policy.pdf).
- Exceptions to the policy for nascent courses, programs, certificates and degrees may be petitioned to the CLA Dean and VPAA (see **Exceptions to Policy** below). A three-year implementation period may be provided for course, program, certificate and degree development. At the end of the three-year period a formal review will be conducted to determine whether such activities should be terminated or continue to operate.

New Policy Regarding Instructor Compensation (On-campus and Ecampus).

- Tenure-track faculty may teach Ecampus courses in-load, but will not receive additional compensation.
- On-campus and Ecampus instructor compensation must now be based on a per-course basis.
- Student Credit Hours (SCH) cannot be used to justify compensation rates and is not grounds for an exception to the policy.
- The “standard rate of pay” for instructors can be based on: instructor qualifications (M.A./M.S., Ph.D.), credits (1, 2, 3, 4, etc.), level of course (lower, upper division; graduate), workload (e.g., WIC versus non-WIC), and discipline (market).
- The “standard rate of pay” should provide reasonable compensation for work and high quality instruction for students.
- Instructors, both on campus and Ecampus, with a total appointment of at least .50 FTE will be provided benefits per OUS requirements.
 - When appointed by different academic units, the effective FTE will be the sum of all appointments.
 - When the total appointment entitles an instructor for benefits, the responsibilities of each academic unit for paying these benefits must be negotiated and explicitly stated before the appointment can be made.

Suggestions for Setting Workloads and Compensation for Non Tenure-Track Faculty

- As a rule of thumb, one course will be considered the effort equivalent of 0.20 FTE
- Academic Unit Supervisors, with the approval of the Dean, can determine alternative equivalents where appropriate. These exceptions will be reviewed by the VPAA’s Office.

- For example, labor intensive courses requiring more hours per week to deliver than a representative course within that academic unit can have a higher FTE equivalent than other courses.
- Courses that, for whatever reason, do not require an effort equivalent to 0.20 FTE may be set at a lower FTE level. For example, it is possible to define a 2 credit course as being equivalent to only 0.10 FTE.
- “Standard rate of pay” does not mean that the compensation for every course at OSU is fixed at the same rate. Rather, it reflects a standard set of criteria that determines compensation in an equitable manner. For example, the actual compensation given for a course may vary as a result of:
 - Instructor credentials and degrees
 - Particular discipline
 - Course credits (e.g., 3 credits versus 4 credits)
 - Course level (e.g., lower division, upper division, graduate)
 - Effort required to deliver it
- *Example:* An academic unit supervisor might determine that the effort required by an instructor to deliver a given course with very low enrollment (i.e., less than 5 students) via E-campus is actually much less than 0.20 FTE. Certain doughnut courses are a good example of this. In these instances, the FTE equivalent may be justifiably set at a lower rate (e.g., 0.10 FTE or even 0.05 FTE per course). In any case, the effort equivalence determined for a given course (or section) needs to be justified without relying on SCH.

Exceptions to Policy (VPAA)

All requests for exceptions to the policy must be submitted to and approved by the VPPA’s Office before implementation. No exceptions will be granted to pay overload compensation or on-campus/Ecampus instructors on a SCH basis. Exceptions to the standard rate of pay may be requested for such situations as:

- Critical program needs
- Ensuring student access to required courses
- Development of nascent courses, programs, certificates and degrees

Distance Education Committee Standing Rules

The Distance Education Committee reviews and recommends policies on matters pertaining to distance education that promote the educational mission of the University.

1. Provide policy recommendations regarding faculty relations as they pertain to the creation, implementation, delivery, rewards, and intellectual property rights related to distance education courses and programs.
2. Advise in the long-term planning and financing of distance education courses and programs, including student marketing, recruitment and retention issues in order to ensure a sustainable student base.
3. Advise on distance education curriculum priorities, development, standards and evaluation, and review certificate programs to insure high quality offerings.
4. Monitor standards of academic quality for all distance education courses to ensure the quality and uniformity of degree offerings.
5. Maintain a continuing examination of the impact of distance education on the educational mission of individual programs, departments, colleges and the University.
6. Provide reports and recommendations to the Faculty Senate and operate in an advisory role to the Associate Provost of OSU Extended Campus.

Faculty Senate Distance Education Committee

April 17, 2006

DRAFT Policy on Distance Education Course Assessment and Review

1. Individual distance courses will be reviewed on a regular, 3-5 year cycle either as part of an instructor's on-campus teaching peer review or as a separate review process.
2. Individual departments are responsible for distance course and instructor review.
3. The review process will include peer assessments of instruction, course materials and course delivery technology.
4. On-line student evaluations of teaching and survey techniques will be developed that result in response rates at parity with in-class evaluation tools. Instructors will utilize these on-line evaluation tools or other means to maximize response rates.

Committee Discussion Purposes Only

Guidelines for Peer Teaching Evaluation

(edited from OSU, Department of Fisheries & Wildlife Guidelines)

Goals and Intent

- Peer teaching evaluation is intended to be a positive, constructive experience for the instructor and should be conducted fairly and with a spirit of collegiality.
- Peer teaching evaluation has a role in both formative and summative teaching evaluation (Keig and Waggoner, 1994).
 - Formative: evaluation intended to improve teaching.
 - Summative: evaluation that functions in decision-making relative to P&T and compensation (required in OSU guidelines for P&T)
- Goals of peer teaching evaluation:
 1. To evaluate the teaching program of individual instructors including course design (e.g., course content, objectives, syllabus, organization, methods and materials for delivering instruction), methods of assessment of student performance, relationship to overall curriculum objectives (including themes and skills appropriate to the courses), classroom presentation, and rapport with students.
 2. To provide insight into and context for results from other forms of evaluation (e.g., student evaluations).
 3. To foster interaction among faculty; faculty work collaboratively to assess teaching and assist in improvement of teaching.

Who Should Experience Peer Teaching Evaluation

- All faculty teaching regularly-scheduled courses should experience peer teaching evaluation. This includes courtesy faculty and faculty teaching distance courses/sections.
- The entire teaching program (all courses that are taught by an instructor) should be evaluated. Distance education courses and sections of on-campus courses offered at a distance should be reviewed with special consideration for their delivery technology and content as in Attachment 3: Suggested Elements for Review of Online Instruction.

Frequency of Evaluation

- The teaching program of non-tenured faculty should undergo peer evaluation every three years. Most non-tenured faculty would experience evaluation twice prior to P&T. A principal purpose of the first evaluation is to identify, well in advance of P&T, areas of teaching that need improvement.
- The teaching program of tenured faculty should undergo evaluation every 4-5 years.

Peer Evaluation Committee

- The committee should be composed of two faculty members from inside the

department and one from outside the department. Some committee members should have the expertise to evaluate course content. **For instructors with distance education courses/sections a member of Extended Campus should be included in the committee and/or used as an advisor for the committee**

- The department head should work with the instructor in selecting mutually acceptable panel members. The instructor should not be evaluated by a colleague whom the instructor believes might exhibit unfair bias.

Procedure for Conducting Peer Teaching Evaluations

The peer evaluation consists of three parts: evaluation of instructional materials, classroom visitations, and interviews with students.

Evaluation of Instructional Materials

1. The instructor provides to the committee a summary of their teaching program that includes an instructor's narrative and self evaluation consisting of the instructor's personal teaching philosophy, perceived strengths and areas needing improvement, recent efforts in teaching development, problems encountered by the instructor that hamper effective teaching (e.g., students lack of necessary quantitative skills, lack of TA support, problems interacting with students), and comments and concerns relevant to evaluation.
2. For each course the instructor should provide the following:
 - a. Syllabus and outline for lecture and lab including course descriptions and course objectives, relationship with other courses in the department (pre-requisites, subsequent courses, etc.), reading list/text(s), description of methods and approach for delivering instructional materials, and expected outcomes.
 - b. A description of course content sufficient to allow detailed peer review.
 - c. A sample of exams, problem sets, and other materials and means of evaluating student performance.
 - d. Method of grading and grade distributions.
 - e. Student evaluations. Only the summary of scores from the computerized student evaluation form can be used for teaching evaluation. It is university policy that the written comments from students on the Student Assessment of Teaching form cannot be used in evaluation of teaching and are only for feedback to the instructor. Department heads may not review the written student comments intended for instructors.
 - f. **If a distance section of a course is offered the instructor should include and note any materials that are different than those of the on-campus course, including DVDs, CDs, website access etc.**
3. Members of the committee review the teaching summary and meet as a group to determine how the peer evaluation will be conducted, including a schedule for classroom visitations, **a process for review of technology use and course delivery** and how student interviews will be conducted. The conduct of the

review should be discussed with the instructor. After discussion with the instructor, an outline of the procedures for conducting the review should be submitted to the department head for approval.

Classroom Visitations.

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Course Delivery Technology Review

If the course uses any type of digital technology, whether for on-campus or distance students the committee should set up a process for review. The committee should review and discuss Attachment 3: Suggested Elements for Review of Online Instruction with Extended Campus representatives before visiting the web site or viewing digital materials. The committee should contact Blackboard Coordinators so that they may be given guest status to visit the course website for all courses using Blackboard.

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teaching program should be presented to the instructor. Strengths and weaknesses of the program and suggestions for teaching improvement should be discussed with the instructor.

The Review Document

- Based upon the teaching summary, discussions with the instructor, and classroom visitations, individual reports or a consensus report is submitted by the committee to the department head. *This letter will become a part of the instructor's dossier for promotion and tenure.* A list of possible questions for consideration by the committee is attached (Attachment 1). The list of questions is suggestive of general areas to be addressed in the review and can serve to focus evaluation of instructional materials. Individual responses to each question are not necessary. *In general, the committee should:*
 - *Document the process used in conducting the review*
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 - *Identify the strengths and weaknesses of the teaching program and areas needing improvement*
 - *Evaluate course content and recommend improvements*
 - *Highlight innovative teaching methods*
 - *Note efforts to improve teaching*
 - *The committee should provide specific recommendations for improvement of teaching.*
- A copy of the evaluation(s) will be provided to the instructor who may respond to it in writing. Both the peer evaluation and the instructor responses must be considered in summative evaluation.

References

- Keig, L. and M.D. Waggoner. 1994. Collaborative Peer Review: The Role of Faculty in Improving College Teaching. ASHE-ERIC Higher Education Reports. The George Washington University, Washington, DC.
- The University of Missouri. 1992. Teaching Evaluation.
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Attachment 1
(from OSU, Department of Fisheries & Wildlife Guidelines)

Guidelines for Reviewing the Teaching Summary

(Adapted from Seldin, 1985 & University of Missouri, 1992).

Course Content

Is it up-to-date?

Is the treatment balanced and fair?

If appropriate, are conflicting views presented?

Are the breadth and depth of coverage appropriate?

Has the instructor mastered the subject matter?

Is the coverage responsive to the needs of students? It is relevant to the discipline?

Course Objectives

Are the objectives clearly communicated to the students?

Are they consistent with overall curricular objectives?

Does the course incorporate the appropriate themes and skills?

Are in-class and out-of-class work appropriately balanced?

Does the instructor encourage students to think for themselves?

Grading and Examination

Are exams suitable to content and course objectives?

Are exams representative of course content?

Are exams clearly written?

Are exams fairly graded?

Are grading standards made clear to the students?

Course Organization

Is the syllabus current and relevant to the course objectives?

Is the course outline logical?

Are the lecture, laboratory, or other assignments integrated? Should they be?

Is the time devoted to each topic appropriate?

Assignments

Do assignments supplement lectures, discussions, labs, and field work?

Do assignments reflect and support course objectives?

Are they appropriate for the level of the student?

Is adequate time given to complete the assignments? Is it consistent with expected quality?

Are the assignments challenging to the student?

Interest in Teaching

Does the instructor discuss teaching with colleagues?

Does the instructor seek advice from others and participate in teaching-related workshops and committees?

Is the instructor sought out by others on teaching-related matters?

Is the instructor knowledgeable about current developments in teaching?

Instructor Concerns

Are the instructor's concerns about evaluation well-founded?

Are the instructor's needs for course improvement well-founded?

Attachment 2
(from OSU, Department of Fisheries & Wildlife Guidelines)

Guidelines for Reviewing Classroom Visitations

(Adapted from Seldin, 1985).

Structure and Goals

Are the instructor's presentations well-planned and organized?

Are the various instructional elements (lecture, blackboard material, handouts) effectively integrated?

Is the class time used efficiently?

Is the material presented clearly and effectively?

Teaching Behaviors

Is the oral delivery appropriately paced?

Is the language used understandable to students?

Instructor-Student Rapport

Does the instructor demonstrate fair and equitable concern for all students?

Do the students seem receptive to the instructor's ideas?

Is the instructor sensitive to response of the class?

Are student questions answered clearly and simply?

Does the instructor provide opportunities and encourage student questions?

Does the instructor accept student ideas and comments?

How would you describe the instructor-student classroom relationship?

Subject Matter and Instruction

Does the instructor demonstrate adequate knowledge of the subject?

Are the transitions between topics effective?

Is the course material presented in a lively and interesting style?

Are the students generally attentive?

Does the instructor demonstrate enthusiasm for the subject and for teaching?

Does the instructor include material relevant to existing student interest?

Attachment 3

Suggested Elements for Review of Online Instruction

Alfonso Bradoch

Assistant Director of Department Services

OSU Ecampus

Suggested Elements for Review of Online Instruction

This document provides a list of elements to consider when reviewing online course instruction. The concept of this tool is that it would provide useful feedback to the faculty member delivering the course. It is not designed to be rigid or prescriptive, but rather to be informative, helpful, and constructive. A corollary experience would be that of having a manuscript peer-reviewed prior to publication in a professional journal. The procedure followed may vary by academic discipline, but the intention is to provide constructive review for the overall benefit of the profession. These suggested elements for review might be used for self-review of a course, peer review, or formal departmental review.

These “Suggested Elements for Review” are compiled from literature, research, and published “best practices” from professional organizations including the Sloan Consortium, WCET (Western Cooperative in Educational Technology), and NUTN (National University Telecommunications Network). One primary source has been the Quality Matters www.qualitymatters.org project, sponsored in part by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education, through Maryland Online. A literature review is available upon request, describing sources for the best practices standards.

These elements for review of online instruction are divided into seven sections with suggested review standards in each section. We encourage revision and adaptation of these elements to fit the needs of the situation and the academic department. Although these elements have a solid basis, please do not view these as “set in stone,” and do feel free to adapt them to increase their usefulness to you.

As a service to the departments who provide online curriculum, Ecampus will gladly participate in review teams, as requested by the department chair, to work toward our common goal of providing quality instruction to OSU students. In this case we would recommend that this review of instruction be completed by a team made up of one or more content experts assigned by the department, an expert in online course design and instruction from Ecampus, and perhaps another successful online instructor in the same content area or in a related area. It is suggested that the team (1) have a preliminary meeting with the instructor to review the syllabus, learning outcomes, and course design, (2) use this instrument to form the basis of a thorough review of the course online, and (3) summarize the outcome in a discussion with the instructor and department chair.

1.0 - Learning Outcomes and Online Delivery Standards

Specific Review Standards	Comments/Observations
1.1 All course teaching objectives, learning outcomes, and requirements were clearly presented. If this course is BACC Core or WIC, appropriate standards were clearly articulated.	
1.2 Course documents described the functions of the online teaching and learning portal (i.e. Blackboard) to the student (how to post assignments, communicate with the instructor, etc.). Clear standards were set for instructor response and availability during class (turn-around time for email, grade postings, office hours, etc.).	
1.3 Students were given information describing course requirements at the outset of the	
1.4 All student assignments and their expected due dates, as well as exams and exam dates, were posted at the beginning of the course, including any requirements for proctored exams. Instructions for completing assignments were clear.	
1.5 Students receive clear instructions to save and retain copies of all assignments and submissions.	

Comments and Recommendations: The following comments and recommendations by the review team are designed to assist in improving the quality of this course by pointing out areas that could benefit from implementation of online instruction best practices.

2.0 – COURSE CONTENT and ACADEMIC DEPARTMENT STANDARDS

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
2.1 Course content was appropriate and up-to-date relative to the discipline, level of course, and pre-defined learning outcomes.	
2.2 Course content was complete as presented (including online information, student learning materials, evaluation tools, etc.).	
2.3 The intended learning outcomes for this course were clearly stated, aligned with the course syllabus, measurable, and applied.	
2.4 The instructional materials contained in this course or referenced by the instructor have appropriate depth in content and are sufficiently comprehensive for the student to master course objectives.	
2.5 The instructor and this course implemented measures to promote academic honesty, for example, use of proctored exams, random question generation, individualized writing assignments, or projects.	

2.6 Standards for the assignment and grading were provided and defined.	
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Comments and Recommendations:

3.0 – INTERACTIONS WITH LEARNER

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
3.1 The instructor encouraged regular and ongoing interaction between teacher and students, among students, and between students and the learning environment.	
3.2 Students were offered opportunities for active learning that permitted learners to engage and participate in activities and tasks that enhanced comprehension, understanding, and knowledge.	
3.3 The instructor set and maintained the expectations and standards for appropriate student conduct.	

Comments and Recommendations:

4.0 - LEARNING RESOURCES AND SUPPORTING MATERIALS –

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
4.1 The instructor directed students to resources and services they needed to meet learning objectives.	
4.2 Instructional materials, (including supporting materials such as: textbooks, readings, manuals, videos, and computer software) were made available to all learners and were clearly identified. These materials were consistent in organization and level for the specific instruction.	
4.3 The instructor presented or identified supplemental tutorials, websites, library services, readings, research materials or other resources for required learning activities.	

Comments and Recommendations:

5.0 - ASSESSMENT AND MEASUREMENT

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
5.1 The instructor applied assessments methodologies and techniques that measured achievement of stated learning outcomes and were clearly derived from assigned readings and learning activities.	
5.2 Feedback to students concerning assignments and questions was constructive and provided in a timely manner. (Standard for email reply is within two days, evaluation results within seven days).	
5.3 Evaluation of student performance included a variety of assessment methods (both formative and summative) such as: evaluation and rating of student projects, student interaction, assignments and activities, performance on quizzes and tests, and other assessment techniques.	
5.4 Students were encouraged to ask questions and request clarification of course requirements to the instructor.	
5.5 Students were provided an opportunity to evaluate both the instructor and the course (e.g., OSU Student Evaluation of Teaching).	

Comments and Recommendations:

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6.0 – COURSE TECHNOLOGY

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
6.1 Technology selected and used by the instructor appropriately facilitated the achievement of the learning outcomes.	
6.2 Media and technology enhanced, rather than detracted from, the learning experience.	
6.3 The instructor is sufficiently skilled in the use of the OSU teaching and learning management system (Blackboard) and email to effectively present the teaching objectives and facilitate the learning outcomes.	

Comments and Recommendations:

7.0 - STUDENT SUPPORT STANDARDS AND LEARNER SUPPORT

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
7.1 The instructor provided information and/or linkages to the University's academic and student support services.	
7.2 The instructor provided direction to technical assistance, including the use of Blackboard, and direct access to technical support staff.	

Comments and Recommendations:

Attachment 4

Extended Campus Standards & Regulations

Source: <http://ecampus.oregonstate.edu/faculty/manual/course-standards.htm>

OSU Curricular Procedures and Policies

OSU Extended Campus programs and courses follow the [OSU curricular procedures and policies](#).

Course Quality Standards

Defining educational quality is the overarching purpose for creating and applying quality standards for distance education instruction and course development and delivery. It is the intention of OSU – Extended Campus to keep our focus on quality while working to create and improve the Internet-based teaching and learning environments, pedagogy, methodologies, and evaluation systems applied by instructors for teaching at a distance. The OSU Distance Education Quality Standards are aligned with national and state distance education standards such as those developed by the Council of Regional Accrediting Commissions (C-RAC), the Western Cooperative for Educational Telecommunications (WCET), the Oregon statewide standards for distance education developed by the Oregon University System, and the OSU standards for the student assessment of teaching. These Quality Standards are meant to assist instructors who are teaching at a distance, and the DE Unit, with planning and developing distance education courses and providing an assessment framework for evaluating the quality of OSU distance education courses.

1.0 Teaching/Learning Standards

- 1.1 Distance education students are given advance information about course requirements, equipment needs and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course
- 1.2 Students are active learners in presenting, organizing, applying and constructing information, ideas and knowledge.
- 1.3 All course objectives/outcomes and requirements are clearly presented.
- 1.4 Courses maximize the opportunities for regularized and ongoing interaction between teacher and students, among students, and between students and the learning environment.
- 1.5 The course provides mediation strategies. Mediation as a means of intervention between the student and the subject matter, as a way to guide the learning process toward particular outcomes, and connect a body of knowledge with a student's cognitive framework (Petrie 1981).
- 1.6 The course provides opportunities for active learning that allows students to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge.
- 1.7 All student assignments and their due dates as well as tests and test dates are explained and posted at the beginning of the course.
- 1.8 Examinations are relevant to the reading assignments and to the learning material presented in the course.

- 1.9 Feedback to student assignments and questions is constructive and provided in a timely manner. Instructor commits him/herself to a turn-around-time for normal student e-mail messages within 2 working days, and communication of exam results within 7 working days unless students are informed otherwise.
- 1.10 The course documents describe the functions of the course website to the student (how to post assignments, communicate with the instructor etc.)

2.0 Media and Materials Standards

- 2.1 All external links and internal functionality of web courses will be fully operational when students begin the course.
- 2.2 The course content will be kept current term by term.
- 2.3 Prior approval for use of copyrighted materials as required by law, OUS, and OSU is obtained before the course materials are released to students on the Internet.
- 2.4 Technology is appropriate to the course pedagogy.
- 2.5 The course is facilitated through the Blackboard portal.

3.0 Accessibility Standards

- 3.1 DE courses provide accessibility with screen readers. Images and links contained in the course website must show alternate text upon cursor contact.
- 3.2 All assignment pages are provided in a printable format. Courses provide ample written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
- 3.3 DE students have access to sufficient library resources that may include a “virtual library” accessible through the World Wide Web.
- 3.4 Academic counseling and advising is available to distance learning students at the same level as it is for students in on-campus environments.

4.0 Privacy and Protection Standards

- 4.1 To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment the student must be required to formally acknowledge and pledge adherence to OSU’s Code of Academic Honesty published in the Student Handbook.
- 4.2 To provide reasonable assurance of privacy, there must be a published course policy regarding the electronic transmission of student grades including a provision for password protection.
- 4.3 Procedures are in place to help ensure security of student work.
- 4.4 Students receive clear instruction to save and retain copies of work submitted electronically.

5.0 Evaluation Standards

- 5.1 An approved evaluation instrument(s) is provided with the course to insure student feedback on the functionality of the website, the organization/content of the course, and instructor performance.
- 5.2 Evaluation of student outcomes includes assessment of student products and exams as well as student evaluations of the course.
- 5.3 Data on enrollment, costs, and successful/innovative uses of technology are used to evaluate program effectiveness.
- 5.4 Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.
- 5.5 Course meets or exceeds Oregon University System's academic standards.
- 5.6 Teacher evaluation is determined and conducted according to OSU policies. Teacher evaluation is based on: course content, course design, course presentation, student performance, and teacher interaction with students.
- 5.7 Course is evaluated on a regular basis and revisions documented. Instructional materials are reviewed periodically to ensure they continue to meet program standards. Course evaluation includes: technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction.

6.0 Degree/Certificate Program Standards

- 6.1 Each program of study results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- 6.2 An OSU/DE offered degree or certificate program is coherent and complete.
- 6.3 Qualified OSU faculty provides appropriate oversight of the DE program.

7.0 Institutional Support Standards

- 7.1 The reliability of the technology delivery system is as failsafe as possible.
- 7.2 A centralized system provides support for building and maintaining the distance education infrastructure.
- 7.3 The OSU Curriculum Council and the academic department have approved the course for credit.

8.0 Student Support Standards

- 8.1 Students receive information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services.
- 8.2 Throughout the duration of the course/program, students have access to technical assistance, including detailed instructions regarding the electronic media used, practice sessions prior to the beginning of the course, and convenient access to technical support staff.
- 8.3 Questions directed to student service personnel are answered accurately and quickly, with a structured system in place to address student complaints.
- 8.4 Technical requirements for student access are documented.
- 8.5 Minimum technology competencies for students are announced and assessed.
- 8.6 DE courses have monitoring/proctoring policies in place.

9.0 Faculty Support Standards

- 9.1 Technical assistance in DE course development is available to faculty, who are encouraged to use it.
- 9.2 Faculty members are assisted in the transition from classroom teaching to online instruction and are assessed during the process.
- 9.3 Instructor training and assistance, including peer mentoring, continues through the progression of the online course.

Committee Discussion Purposes Only

Guidelines for Peer Teaching Evaluation
Department of Fisheries & Wildlife, OSU

[Inserts and edited by Penny Diebel, DE Committee]

Goals and Intent

- Peer teaching evaluation is intended to be a positive, constructive experience ~~for the instructor and~~ that should be conducted fairly ~~and~~ with a spirit of collegiality.
- Peer teaching evaluation has a role in both formative and summative teaching evaluation (Keig and Waggoner, 1994).
 - Formative: evaluation intended to improve teaching.
 - Summative: evaluation that functions in decision-making relative to P&T and compensation (required in OSU guidelines for P&T)
- Goals of peer teaching evaluation:
 1. To evaluate the teaching program of individual instructors including course design (e.g., course content, objectives, syllabus, organization, methods and materials for delivering instruction), methods of assessment of student performance, relationship to overall curriculum objectives (including themes and skills appropriate to the courses), classroom presentation, and rapport with students.
 2. To provide insight into and context for results from other forms of evaluation (e.g., student evaluations).
 3. To foster interaction among faculty; faculty work collaboratively to assess teaching and assist in improvement of teaching.

Who Should Experience Peer Teaching Evaluation

- All faculty teaching regularly-scheduled courses should experience peer teaching evaluation. This includes courtesy faculty ~~and faculty teaching distance courses/sections (this is redundant)~~.
- The entire teaching program (all courses that are taught by an instructor) should be evaluated. **Distance education courses and sections of on-campus courses offered at a distance should be reviewed with special consideration for their delivery technology and content as in Attachment 3: Suggested Elements for Review of Online Instruction.**

Frequency of Evaluation

- The teaching program of non-tenured faculty should undergo peer evaluation every three years. Most non-tenured faculty would experience evaluation twice prior to P&T. A principal purpose of the first evaluation is to identify, well in advance of P&T, areas of teaching that need improvement.
- The teaching program of tenured faculty should undergo evaluation every 4-5 years.

Peer Evaluation Committee

- The committee should be composed of two faculty members from inside the department and one from outside the department. Some committee members should have the expertise to evaluate course content. **For instructors with distance education courses/sections a member of Extended Campus should be included in the committee and/or used as an advisor for the committee.**
- The department head should work with the instructor ~~in selecting~~ to select mutually acceptable panel members. The instructor should not be evaluated by a colleague whom the

instructor believes might exhibit unfair bias.

Procedure for Conducting Peer Teaching Evaluations

The peer evaluation consists of three parts: evaluation of instructional materials, classroom visitations, and interviews with students.

Evaluation of Instructional Materials

1. The instructor provides to the committee a summary of their teaching program that includes an instructor's narrative (will everyone know what this is?) and self evaluation consisting of the instructor's personal teaching philosophy, perceived strengths and areas needing improvement, recent efforts in teaching development, problems encountered by the instructor that hamper effective teaching (e.g., students lack of necessary quantitative skills, lack of TA support, problems interacting with students), and comments and concerns relevant to evaluation.
- 2. For each course the instructor should provide the following:
 - a. Syllabus and outline for lecture and lab including course descriptions and course objectives, relationship with other courses in the department (pre-requisites, subsequent courses, etc.), reading list/text(s), description of methods and approach for delivering instructional materials, and expected outcomes.
 - b. A description of course content sufficient to allow detailed peer review.
 - c. A sample of exams, problem sets, and other materials and means of evaluating student performance.
 - d. Method of grading and grade distributions (grading range?).
 - e. Student evaluations. Only the summary of scores from the computerized student evaluation form can be used for teaching evaluation. It is university policy that the written comments from students on the Student Assessment of Teaching form cannot be used in evaluation of teaching and are only for feedback to the instructor. Department heads may not review the written student comments intended for instructors. (Does this apply to signed comments?)
 - f. If a distance section of a course is offered the instructor should include and note any materials that are different than from those of the on-campus course, including DVDs, CDs, website access etc.
3. Members of the committee review the teaching summary (materials mentioned above?) and meet as a group to determine how the peer evaluation will be conducted, including a to schedule for classroom visitations, to determine a process for review of technology use and course delivery and to determine how student interviews will be conducted. The conduct process of the review should be discussed with the instructor. After discussion with the instructor, an outline of the procedures for conducting the review should be submitted to the department head for approval.

Classroom Visitations

Done properly, visitation by peers demands a good deal of time, even though it can be and is useful in both improving and evaluating teaching. Classroom visitation also can be helpful in resolving discrepancies between student evaluations and perceptions of the peer evaluation committee. In addition, in-class components must be part of peer evaluation within according to the OSU Guidelines for Tenure and Promotion.

Guidelines for classroom visits ~~ation~~ are given in Attachment 2. In general, more than one classroom visit ~~ation~~ is recommended. The instructor should be informed prior to each visit ~~ation~~. The committee should meet with the instructor, prior to each visit to discuss the objectives of the lecture and review content and materials, and after the visits to discuss strengths/weaknesses, etc. Lectures can be videotaped and viewed by committee members who were unable to attend ~~the visitations~~.

Student Interviews

A variety of methods ~~could~~ ~~can~~ be used to conduct student interviews. The committee should attempt to avoid bias in selecting students for interviews and should solicit a cross section of student opinions on the instructor's teaching performance. To avoid concerns over confidentiality ~~of the~~ ~~and~~ identity of interviewed students, students should be interviewed in a group setting, perhaps after a class visit ~~ation~~ by the peer review team.

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As in ~~classroom~~ ~~visits~~ the committee should meet with the instructor prior to each visit to discuss the objectives of the lecture and review content and materials, and after the visit to discuss strengths/weaknesses, etc. (~~Does this mean committee members are not free to watch activity on Blackboard over a period of time?~~)

The committee should meet with the instructor to discuss, clarify, and expand the materials summarizing the teaching program, and *results of classroom visitations and student interviews*. Every effort should be made to keep the tone of the meeting positive and constructive. An oral summary of the committee's reaction to the teaching program should be presented to the instructor. Strengths and weaknesses of the program and suggestions for teaching improvement should be discussed with the instructor.

The Review Document

☐ • Based upon the teaching summary, discussions with the instructor, and classroom visits, individual reports or a consensus report is submitted by the committee to the department head. *This letter will become a part of the instructor's dossier for promotion and tenure.* A list of possible questions for consideration by the committee is attached (Attachment 1). The list of questions is suggestive of general areas to be addressed in the review and can serve to focus evaluation of instructional materials. Individual responses to each question are not necessary. *In general, the committee should:*

- ☐ o *Document the process used in conducting the review*
- ☐ o *Summarize the teaching responsibilities and general mode and method of teaching*
- ☐ o *Summarize findings from classroom visits and student interviews*
- ☐ o *Provide an analysis of student evaluation scores and trends in scores*
- ☐ o *Identify the strengths and weaknesses of the teaching program and areas needing improvement*
- ☐ o *Evaluate course content and recommend improvements*
- ☐ o *Highlight innovative teaching methods*
- ☐ o *Note efforts to improve teaching*
- ☐ o *The committee should provide specific recommendations for improvement of teaching.*

☐ A copy of the evaluation(s) will be provided to the instructor who may respond to it in writing. Both the peer evaluation and the instructor responses must be considered in summative evaluation.

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(Adapted from Seldin, 1985 & University of Missouri, 1992).

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Course Objectives

Are the objectives clearly communicated to the students? Are they consistent with overall curricular objectives? Does the course incorporate the appropriate themes and skills? Are in-class and out-of-class work appropriately balanced? Does the instructor encourage students to think for themselves?

Grading and Examination

Are exams suitable to content and course objectives? Are exams representative of course content? Are exams clearly written? Are exams fairly graded? Are grading standards made clear to the students?

Course Organization

Is the syllabus current and relevant to the course objectives? Is the course outline logical? Are the lecture, laboratory, or other assignments integrated? Should they be? Is the time devoted to each topic appropriate?

Assignments

Do assignments supplement lectures, discussions, labs, and field work? Do assignments reflect and support course objectives? Are they appropriate for the level of the student? Is adequate time given to complete the assignments? Is it consistent with expected quality? Are the assignments challenging to the student?

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Does the instructor discuss teaching with colleagues? Does the instructor seek advice from others and participate in teaching-related workshops and committees? Is the instructor sought out by others on teaching-related matters? Is the instructor knowledgeable about current developments in teaching?

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Is the oral delivery appropriately paced?

Is the language used understandable to students?

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Does the instructor demonstrate adequate knowledge of the subject? Are the transitions between topics effective? Is the course material presented in a lively and interesting style? Are the students generally attentive? Does the instructor demonstrate enthusiasm for the subject and for teaching? Does the instructor include material relevant to existing student interest?

Policies of the Faculty Senate Distance Education Committee

Scope of the Committee

- The Committee reviews and recommends policies on all forms of distance education within the University and values both competition and cooperation. (AR 2003-2004) (**approved 24 Jan 05**)
- Distance education, for the purposes of this committee, is the learning that occurs when instructor and student are separated by space or time and communicate primarily via the application of technologies. Excluded from this definition is asynchronous course delivery for the on-campus environment. (**approved 29 Dec 06**)
- The Committee monitors the curricular process to assure that it is correct and efficient. The Committee will not be directly involved in the curricular process itself. (AR 2003-2004) (**approved 24 Jan 05**)

Administration related to Extended Campus

- The Committee supports the revenue sharing model implemented in fall 2003. (AR 2002-2003) (**approved 16 Oct 06**)
- The Committee supports continuing development of Memoranda of Understanding between Extended Campus and departments and colleges that specify greater roles and responsibilities of departments in the design, implementation, and oversight of distances courses and degree programs. (**approved 16 Oct 06**)

DRAFT

Curriculum Content as Scholarship

A faculty member's scholarly work, including writing and dissemination of curriculum content, will be evaluated objectively for evidence of excellence in their scholarship or creative activity.

All curriculum content that is to be reviewed as scholarship will follow the OSU Promotion and Tenure Guidelines and Policies.

Scholarship will be evaluated according to the following OSU P&T criteria. Scholarship, including original curriculum content, will be:

- Intellectual work whose significance is validated by peers and which is communicated.
- Such work in its diverse forms is based on:
 - a high level of professional expertise,
 - must give evidence of originality,
 - must be documented and validated as through peer review or critique,
 - must be communicated in appropriate ways so as to have impact on or significance for publics beyond the University, or for the discipline itself.

Faculty Senate Distance Education Committee

April 17, 2006

DRAFT Policy on Distance Education Course Assessment and Review

1. Individual distance courses will be reviewed on a regular, 3-5 year cycle either as part of an instructor's on-campus teaching peer review or as a separate review process.
2. Individual departments are responsible for distance course and instructor review.
3. The review process will include peer assessments of instruction, course materials and course delivery technology.
4. On-line student evaluations of teaching and survey techniques will be developed that result in response rates no lower than rates from in-class evaluation tools. Instructors will utilize these on-line evaluation tools or other means to maximize response rates.

Committee Discussion Purposes Only

Guidelines for Peer Teaching Evaluation

(edited from OSU, Department of Fisheries & Wildlife Guidelines)

Goals and Intent

- Peer teaching evaluation is intended to be a positive, constructive experience for the instructor and should be conducted fairly and with a spirit of collegiality.
- Peer teaching evaluation has a role in both formative and summative teaching evaluation (Keig and Waggoner, 1994).
 - Formative: evaluation intended to improve teaching.
 - Summative: evaluation that functions in decision-making relative to P&T and compensation (required in OSU guidelines for P&T)
- Goals of peer teaching evaluation:
 1. To evaluate the teaching program of individual instructors including course design (e.g., course content, objectives, syllabus, organization, methods and materials for delivering instruction), methods of assessment of student performance, relationship to overall curriculum objectives (including themes and skills appropriate to the courses), classroom presentation, and rapport with students.
 2. To provide insight into and context for results from other forms of evaluation (e.g., student evaluations).
 3. To foster interaction among faculty; faculty work collaboratively to assess teaching and assist in improvement of teaching.

Who Should Experience Peer Teaching Evaluation

- All faculty teaching regularly-scheduled courses should experience peer teaching evaluation. This includes courtesy faculty and faculty teaching distance courses/sections.
- The entire teaching program (all courses that are taught by an instructor) should be evaluated. Distance education courses and sections of on-campus courses offered at a distance should be reviewed with special consideration for their delivery technology and content as in Attachment 3: Suggested Elements for Review of Online Instruction.

Frequency of Evaluation

- The teaching program of non-tenured faculty should undergo peer evaluation every three years. Most non-tenured faculty would experience evaluation twice prior to P&T. A principal purpose of the first evaluation is to identify, well in advance of P&T, areas of teaching that need improvement.
- The teaching program of tenured faculty should undergo evaluation every 4-5 years.

Peer Evaluation Committee

- The committee should be composed of two faculty members from inside the

department and one from outside the department. Some committee members should have the expertise to evaluate course content. **For instructors with distance education courses/sections a member of Extended Campus should be included in the committee and/or used as an advisor for the committee**

- The department head should work with the instructor in selecting mutually acceptable panel members. The instructor should not be evaluated by a colleague whom the instructor believes might exhibit unfair bias.

Procedure for Conducting Peer Teaching Evaluations

The peer evaluation consists of three parts: evaluation of instructional materials, classroom visitations, and interviews with students.

Evaluation of Instructional Materials

1. The instructor provides to the committee a summary of their teaching program that includes an instructor's narrative and self evaluation consisting of the instructor's personal teaching philosophy, perceived strengths and areas needing improvement, recent efforts in teaching development, problems encountered by the instructor that hamper effective teaching (e.g., students lack of necessary quantitative skills, lack of TA support, problems interacting with students), and comments and concerns relevant to evaluation.
2. For each course the instructor should provide the following:
 - a. Syllabus and outline for lecture and lab including course descriptions and course objectives, relationship with other courses in the department (pre-requisites, subsequent courses, etc.), reading list/text(s), description of methods and approach for delivering instructional materials, and expected outcomes.
 - b. A description of course content sufficient to allow detailed peer review.
 - c. A sample of exams, problem sets, and other materials and means of evaluating student performance.
 - d. Method of grading and grade distributions.
 - e. Student evaluations. Only the summary of scores from the computerized student evaluation form can be used for teaching evaluation. It is university policy that the written comments from students on the Student Assessment of Teaching form cannot be used in evaluation of teaching and are only for feedback to the instructor. Department heads may not review the written student comments intended for instructors.
 - f. **If a distance section of a course is offered the instructor should include and note any materials that are different than those of the on-campus course, including DVDs, CDs, website access etc.**
3. Members of the committee review the teaching summary and meet as a group to determine how the peer evaluation will be conducted, including a schedule for classroom visitations, **a process for review of technology use and course delivery** and how student interviews will be conducted. The conduct of the

review should be discussed with the instructor. After discussion with the instructor, an outline of the procedures for conducting the review should be submitted to the department head for approval.

Classroom Visitations.

Done properly, visitation by peers demands a good deal of time, even though it can be useful in both improving and evaluating teaching. Classroom visitation also can be helpful in resolving discrepancies between student evaluations and perception of the peer evaluation committee. In addition, in-class components must be part of peer evaluation within the OSU Guidelines for Tenure and Promotion.

Guidelines for classroom visitation are given in Attachment 2. In general, more than one classroom visitation is recommended. The instructor should be informed prior to each visitation. The committee should meet with the instructor prior to each visitation to discuss the objectives of the lecture and review content and materials, and after the visitation to discuss strengths/weaknesses, etc. Lectures can be videotaped and viewed by committee members who were unable to attend the visitations.

Student Interviews.

A variety of methods could be used to conduct student interviews. The committee should attempt to avoid bias in selecting students for interviews and should solicit a cross section of student opinions on the instructor's teaching performance. To avoid concerns over confidentiality of the identity of interviewed students, students should be interviewed in a group setting, perhaps after a class visitation by the peer review team.

Course Delivery Technology Review

If the course uses any type of digital technology, whether for on-campus or distance students the committee should set up a process for review. The committee should review and discuss Attachment 3: Suggested Elements for Review of Online Instruction with Extended Campus representatives before visiting the web site or viewing digital materials. The committee should contact Blackboard Coordinators so that they may be given guest status to visit the course website for all courses using Blackboard.

As in Classroom Visits the committee should meet with the instructor prior to each visitation to discuss the objectives of the lecture and review content and materials, and after the visitation to discuss strengths/weaknesses, etc.

The committee should meet with the instructor to discuss, clarify, and expand the materials summarizing the teaching program, and *results of classroom visitations and student interviews*. Every effort should be made to keep the tone of the meeting positive and constructive. An oral summary of the committee's reaction to the

teaching program should be presented to the instructor. Strengths and weaknesses of the program and suggestions for teaching improvement should be discussed with the instructor.

The Review Document

- Based upon the teaching summary, discussions with the instructor, and classroom visitations, individual reports or a consensus report is submitted by the committee to the department head. *This letter will become a part of the instructor's dossier for promotion and tenure.* A list of possible questions for consideration by the committee is attached (Attachment 1). The list of questions is suggestive of general areas to be addressed in the review and can serve to focus evaluation of instructional materials. Individual responses to each question are not necessary. *In general, the committee should:*
 - *Document the process used in conducting the review*
 - *Summarize the teaching responsibilities and general mode and method of teaching*
 - *Summarize findings from classroom visitations and student interviews*
 - *Provide an analysis of student evaluation scores and trends in scores*
 - *Identify the strengths and weaknesses of the teaching program and areas needing improvement*
 - *Evaluate course content and recommend improvements*
 - *Highlight innovative teaching methods*
 - *Note efforts to improve teaching*
 - *The committee should provide specific recommendations for improvement of teaching.*
- A copy of the evaluation(s) will be provided to the instructor who may respond to it in writing. Both the peer evaluation and the instructor responses must be considered in summative evaluation.

References

Keig, L. and M.D. Waggoner. 1994. Collaborative Peer Review: The Role of Faculty in Improving College Teaching. ASHE-ERIC Higher Education Reports. The George Washington University, Washington, DC.

The University of Missouri. 1992. Teaching Evaluation.

Seldin, P. 1985. Changing Practices in Faculty Evaluation. Jossey-Bass Publishers, San Francisco.

Attachment 1
(from OSU, Department of Fisheries & Wildlife Guidelines)

Guidelines for Reviewing the Teaching Summary

(Adapted from Seldin, 1985 & University of Missouri, 1992).

Course Content

Is it up-to-date?

Is the treatment balanced and fair?

If appropriate, are conflicting views presented?

Are the breadth and depth of coverage appropriate?

Has the instructor mastered the subject matter?

Is the coverage responsive to the needs of students? It is relevant to the discipline?

Course Objectives

Are the objectives clearly communicated to the students?

Are they consistent with overall curricular objectives?

Does the course incorporate the appropriate themes and skills?

Are in-class and out-of-class work appropriately balanced?

Does the instructor encourage students to think for themselves?

Grading and Examination

Are exams suitable to content and course objectives?

Are exams representative of course content?

Are exams clearly written?

Are exams fairly graded?

Are grading standards made clear to the students?

Course Organization

Is the syllabus current and relevant to the course objectives?

Is the course outline logical?

Are the lecture, laboratory, or other assignments integrated? Should they be?

Is the time devoted to each topic appropriate?

Assignments

Do assignments supplement lectures, discussions, labs, and field work?

Do assignments reflect and support course objectives?

Are they appropriate for the level of the student?

Is adequate time given to complete the assignments? Is it consistent with expected quality?

Are the assignments challenging to the student?

Interest in Teaching

Does the instructor discuss teaching with colleagues?

Does the instructor seek advice from others and participate in teaching-related workshops and committees?

Is the instructor sought out by others on teaching-related matters?

Is the instructor knowledgeable about current developments in teaching?

Instructor Concerns

Are the instructor's concerns about evaluation well-founded?

Are the instructor's needs for course improvement well-founded?

Attachment 2
(from OSU, Department of Fisheries & Wildlife Guidelines)

Guidelines for Reviewing Classroom Visitations

(Adapted from Seldin, 1985).

Structure and Goals

Are the instructor's presentations well-planned and organized?

Are the various instructional elements (lecture, blackboard material, handouts) effectively integrated?

Is the class time used efficiently?

Is the material presented clearly and effectively?

Teaching Behaviors

Is the oral delivery appropriately paced?

Is the language used understandable to students?

Instructor-Student Rapport

Does the instructor demonstrate fair and equitable concern for all students?

Do the students seem receptive to the instructor's ideas?

Is the instructor sensitive to response of the class?

Are student questions answered clearly and simply?

Does the instructor provide opportunities and encourage student questions?

Does the instructor accept student ideas and comments?

How would you describe the instructor-student classroom relationship?

Subject Matter and Instruction

Does the instructor demonstrate adequate knowledge of the subject?

Are the transitions between topics effective?

Is the course material presented in a lively and interesting style?

Are the students generally attentive?

Does the instructor demonstrate enthusiasm for the subject and for teaching?

Does the instructor include material relevant to existing student interest?

Attachment 3

Suggested Elements for Review of Online Instruction

Alfonso Bradoch

Assistant Director of Department Services

OSU Ecampus

Suggested Elements for Review of Online Instruction

This document provides a list of elements to consider when reviewing online course instruction. The concept of this tool is that it would provide useful feedback to the faculty member delivering the course. It is not designed to be rigid or prescriptive, but rather to be informative, helpful, and constructive. A corollary experience would be that of having a manuscript peer-reviewed prior to publication in a professional journal. The procedure followed may vary by academic discipline, but the intention is to provide constructive review for the overall benefit of the profession. These suggested elements for review might be used for self-review of a course, peer review, or formal departmental review.

These “Suggested Elements for Review” are compiled from literature, research, and published “best practices” from professional organizations including the Sloan Consortium, WCET (Western Cooperative in Educational Technology), and NUTN (National University Telecommunications Network). One primary source has been the Quality Matters www.qualitymatters.org project, sponsored in part by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education, through Maryland Online. A literature review is available upon request, describing sources for the best practices standards.

These elements for review of online instruction are divided into seven sections with suggested review standards in each section. We encourage revision and adaptation of these elements to fit the needs of the situation and the academic department. Although these elements have a solid basis, please do not view these as “set in stone,” and do feel free to adapt them to increase their usefulness to you.

As a service to the departments who provide online curriculum, Ecampus will gladly participate in review teams, as requested by the department chair, to work toward our common goal of providing quality instruction to OSU students. In this case we would recommend that this review of instruction be completed by a team made up of one or more content experts assigned by the department, an expert in online course design and instruction from Ecampus, and perhaps another successful online instructor in the same content area or in a related area. It is suggested that the team (1) have a preliminary meeting with the instructor to review the syllabus, learning outcomes, and course design, (2) use this instrument to form the basis of a thorough review of the course online, and (3) summarize the outcome in a discussion with the instructor and department chair.

1.0 - Learning Outcomes and Online Delivery Standards

Specific Review Standards	Comments/Observations
1.1 All course teaching objectives, learning outcomes, and requirements were clearly presented. If this course is BACC Core or WIC, appropriate standards were clearly articulated.	
1.2 Course documents described the functions of the online teaching and learning portal (i.e. Blackboard) to the student (how to post assignments, communicate with the instructor, etc.). Clear standards were set for instructor response and availability during class (turn-around time for email, grade postings, office hours, etc.).	
1.3 Students were given information describing course requirements at the outset of the	
1.4 All student assignments and their expected due dates, as well as exams and exam dates, were posted at the beginning of the course, including any requirements for proctored exams. Instructions for completing assignments were clear.	
1.5 Students receive clear instructions to save and retain copies of all assignments and submissions.	

Comments and Recommendations: The following comments and recommendations by the review team are designed to assist in improving the quality of this course by pointing out areas that could benefit from implementation of online instruction best practices.

2.0 – COURSE CONTENT and ACADEMIC DEPARTMENT STANDARDS

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
2.1 Course content was appropriate and up-to-date relative to the discipline, level of course, and pre-defined learning outcomes.	
2.2 Course content was complete as presented (including online information, student learning materials, evaluation tools, etc.).	
2.3 The intended learning outcomes for this course were clearly stated, aligned with the course syllabus, measurable, and applied.	
2.4 The instructional materials contained in this course or referenced by the instructor have appropriate depth in content and are sufficiently comprehensive for the student to master course objectives.	
2.5 The instructor and this course implemented measures to promote academic honesty, for example, use of proctored exams, random question generation, individualized writing assignments, or projects.	

2.6 Standards for the assignment and grading were provided and defined.	
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Comments and Recommendations:

3.0 – INTERACTIONS WITH LEARNER

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
3.1 The instructor encouraged regular and ongoing interaction between teacher and students, among students, and between students and the learning environment.	
3.2 Students were offered opportunities for active learning that permitted learners to engage and participate in activities and tasks that enhanced comprehension, understanding, and knowledge.	
3.3 The instructor set and maintained the expectations and standards for appropriate student conduct.	

Comments and Recommendations:

4.0 - LEARNING RESOURCES AND SUPPORTING MATERIALS –

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
4.1 The instructor directed students to resources and services they needed to meet learning objectives.	
4.2 Instructional materials, (including supporting materials such as: textbooks, readings, manuals, videos, and computer software) were made available to all learners and were clearly identified. These materials were consistent in organization and level for the specific instruction.	
4.3 The instructor presented or identified supplemental tutorials, websites, library services, readings, research materials or other resources for required learning activities.	

Comments and Recommendations:

5.0 - ASSESSMENT AND MEASUREMENT

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
5.1 The instructor applied assessments methodologies and techniques that measured achievement of stated learning outcomes and were clearly derived from assigned readings and learning activities.	
5.2 Feedback to students concerning assignments and questions was constructive and provided in a timely manner. (Standard for email reply is within two days, evaluation results within seven days).	
5.3 Evaluation of student performance included a variety of assessment methods (both formative and summative) such as: evaluation and rating of student projects, student interaction, assignments and activities, performance on quizzes and tests, and other assessment techniques.	
5.4 Students were encouraged to ask questions and request clarification of course requirements to the instructor.	
5.5 Students were provided an opportunity to evaluate both the instructor and the course (e.g., OSU Student Evaluation of Teaching).	

Comments and Recommendations:

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6.0 – COURSE TECHNOLOGY

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
6.1 Technology selected and used by the instructor appropriately facilitated the achievement of the learning outcomes.	
6.2 Media and technology enhanced, rather than detracted from, the learning experience.	
6.3 The instructor is sufficiently skilled in the use of the OSU teaching and learning management system (Blackboard) and email to effectively present the teaching objectives and facilitate the learning outcomes.	

Comments and Recommendations:

7.0 - STUDENT SUPPORT STANDARDS AND LEARNER SUPPORT

<i>Specific Review Standards</i>	<i>Comments/Observations</i>
7.1 The instructor provided information and/or linkages to the University's academic and student support services.	
7.2 The instructor provided direction to technical assistance, including the use of Blackboard, and direct access to technical support staff.	

Comments and Recommendations:

Attachment 4

Extended Campus Standards & Regulations

Source: <http://ecampus.oregonstate.edu/faculty/manual/course-standards.htm>

OSU Curricular Procedures and Policies

OSU Extended Campus programs and courses follow the [OSU curricular procedures and policies](#).

Course Quality Standards

Defining educational quality is the overarching purpose for creating and applying quality standards for distance education instruction and course development and delivery. It is the intention of OSU – Extended Campus to keep our focus on quality while working to create and improve the Internet-based teaching and learning environments, pedagogy, methodologies, and evaluation systems applied by instructors for teaching at a distance. The OSU Distance Education Quality Standards are aligned with national and state distance education standards such as those developed by the Council of Regional Accrediting Commissions (C-RAC), the Western Cooperative for Educational Telecommunications (WCET), the Oregon statewide standards for distance education developed by the Oregon University System, and the OSU standards for the student assessment of teaching. These Quality Standards are meant to assist instructors who are teaching at a distance, and the DE Unit, with planning and developing distance education courses and providing an assessment framework for evaluating the quality of OSU distance education courses.

1.0 Teaching/Learning Standards

- 1.1 Distance education students are given advance information about course requirements, equipment needs and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course
- 1.2 Students are active learners in presenting, organizing, applying and constructing information, ideas and knowledge.
- 1.3 All course objectives/outcomes and requirements are clearly presented.
- 1.4 Courses maximize the opportunities for regularized and ongoing interaction between teacher and students, among students, and between students and the learning environment.
- 1.5 The course provides mediation strategies. Mediation as a means of intervention between the student and the subject matter, as a way to guide the learning process toward particular outcomes, and connect a body of knowledge with a student's cognitive framework (Petrie 1981).
- 1.6 The course provides opportunities for active learning that allows students to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge.
- 1.7 All student assignments and their due dates as well as tests and test dates are explained and posted at the beginning of the course.
- 1.8 Examinations are relevant to the reading assignments and to the learning material presented in the course.

- 1.9 Feedback to student assignments and questions is constructive and provided in a timely manner. Instructor commits him/herself to a turn-around-time for normal student e-mail messages within 2 working days, and communication of exam results within 7 working days unless students are informed otherwise.
- 1.10 The course documents describe the functions of the course website to the student (how to post assignments, communicate with the instructor etc.)

2.0 Media and Materials Standards

- 2.1 All external links and internal functionality of web courses will be fully operational when students begin the course.
- 2.2 The course content will be kept current term by term.
- 2.3 Prior approval for use of copyrighted materials as required by law, OUS, and OSU is obtained before the course materials are released to students on the Internet.
- 2.4 Technology is appropriate to the course pedagogy.
- 2.5 The course is facilitated through the Blackboard portal.

3.0 Accessibility Standards

- 3.1 DE courses provide accessibility with screen readers. Images and links contained in the course website must show alternate text upon cursor contact.
- 3.2 All assignment pages are provided in a printable format. Courses provide ample written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
- 3.3 DE students have access to sufficient library resources that may include a “virtual library” accessible through the World Wide Web.
- 3.4 Academic counseling and advising is available to distance learning students at the same level as it is for students in on-campus environments.

4.0 Privacy and Protection Standards

- 4.1 To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment the student must be required to formally acknowledge and pledge adherence to OSU’s Code of Academic Honesty published in the Student Handbook.
- 4.2 To provide reasonable assurance of privacy, there must be a published course policy regarding the electronic transmission of student grades including a provision for password protection.
- 4.3 Procedures are in place to help ensure security of student work.
- 4.4 Students receive clear instruction to save and retain copies of work submitted electronically.

5.0 Evaluation Standards

- 5.1 An approved evaluation instrument(s) is provided with the course to insure student feedback on the functionality of the website, the organization/content of the course, and instructor performance.
- 5.2 Evaluation of student outcomes includes assessment of student products and exams as well as student evaluations of the course.
- 5.3 Data on enrollment, costs, and successful/innovative uses of technology are used to evaluate program effectiveness.
- 5.4 Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.
- 5.5 Course meets or exceeds Oregon University System's academic standards.
- 5.6 Teacher evaluation is determined and conducted according to OSU policies. Teacher evaluation is based on: course content, course design, course presentation, student performance, and teacher interaction with students.
- 5.7 Course is evaluated on a regular basis and revisions documented. Instructional materials are reviewed periodically to ensure they continue to meet program standards. Course evaluation includes: technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction.

6.0 Degree/Certificate Program Standards

- 6.1 Each program of study results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- 6.2 An OSU/DE offered degree or certificate program is coherent and complete.
- 6.3 Qualified OSU faculty provides appropriate oversight of the DE program.

7.0 Institutional Support Standards

- 7.1 The reliability of the technology delivery system is as failsafe as possible.
- 7.2 A centralized system provides support for building and maintaining the distance education infrastructure.
- 7.3 The OSU Curriculum Council and the academic department have approved the course for credit.

8.0 Student Support Standards

- 8.1 Students receive information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services.
- 8.2 Throughout the duration of the course/program, students have access to technical assistance, including detailed instructions regarding the electronic media used, practice sessions prior to the beginning of the course, and convenient access to technical support staff.
- 8.3 Questions directed to student service personnel are answered accurately and quickly, with a structured system in place to address student complaints.
- 8.4 Technical requirements for student access are documented.
- 8.5 Minimum technology competencies for students are announced and assessed.
- 8.6 DE courses have monitoring/proctoring policies in place.

9.0 Faculty Support Standards

- 9.1 Technical assistance in DE course development is available to faculty, who are encouraged to use it.
- 9.2 Faculty members are assisted in the transition from classroom teaching to online instruction and are assessed during the process.
- 9.3 Instructor training and assistance, including peer mentoring, continues through the progression of the online course.

MEMORANDUM OF UNDERSTANDING

Between
College of Forestry
And
OSU Extended Campus

For the Development and Delivery of OSU Courses, Programs, Degrees, and Certificates offered through OSU Extended Campus

The purpose of this memorandum is to establish and document a partnership/business relationship that serves as an operating agreement between OSU Extended Campus and the OSU College of Forestry. The agreement specifies Ecampus services and responsibilities, College/Department responsibilities, and revenue distribution agreements associated with the design, development, marketing, implementation, instruction, administration, and financial management required for courses, programs, degrees, certificates, and other learning opportunities offered by the OSU College of Forestry through OSU Extended Campus.

In order to provide maximum access for Oregon students to the academic programs of OSU and provide opportunity for students nationwide and internationally to participate in these programs, Ecampus has concentrated its resources on the development of a web-based student support infrastructure and a targeted inventory of web-based or *hybrid degree, certificate, and professional development programs. To help meet this goal, the OSU College of Forestry has agreed to work in partnership with the Extended Campus to design, develop, and deliver courses that make up in part, or total, the following degree(s) and/or program(s) offered through OSU Extended Campus:

Existing Programs

- Specified courses supporting interdisciplinary degrees in Natural Resources and Environmental Sciences (see attached).

Proposed New Program Development

- Certificate, Wildland Fire Ecology Management
- Courses in support of Certificate and/or Specialization in Fisheries and Wildlife Habitat Management
- Minor, Outdoor Recreation Leadership and Tourism, and/or
- Bachelor of Science, Outdoor Recreation Leadership and Tourism
- Graduate Certificate, Natural Resources Sustainability (international, *hybrid)
- Graduate Certificate, Conservation and Ecosystem Restoration

*Programs that are more than 50% web-based but have a “face-to-face” component that enables students and faculty to meet in time-shortened, intensive sessions either on an OSU campus or at selected sites that are geographically supportive of student-faculty engagement.

I. RESPONSIBILITIES OF PARTNERS

OSU Extended Campus

It is the general responsibility of OSU Extended Campus to provide overall service and support for the design, development, and delivery of the programs. OSU Extended Campus “base” services provided through this agreement include:

- Faculty/Departmental Services (schedule classes and workshops in Banner; adjust parameters in Banner - instructors, TAs, enrollment size; maintain instructor pool; verify intended course offering with department each term; facilitate logistics for ordering textbooks, course packets and videos; assist instructors to access online course information, web grading, class lists; implement online course evaluation; assist with grade changes; post syllabi for viewing by prospective students; arrange logistics for on-site and off-site offerings; explore opportunities to provide additional instructor support and online services).
- Student Services (provide program information to prospective students; assist students through the admission and transfer process; help in transition from community colleges; work with OSU Enrollment Management to extend available online services; transition students to their department advisors; provide 800#, email, and online student support; facilitate proctored tests; act as liaison between student and instructor; facilitate access to campus-based services, online technical support, tutorials, and online services).
- Course Development (instructional design support and course development, project management, web/Blackboard course development, Blackboard/Portal support, faculty tutorials, accessibility design support, copyright support and coordination, video development)
- Faculty Training (Blackboard training, multimedia and hypermedia training, training in pedagogy for online courses, training for television and video production)
- Marketing (research and analysis for potential new programs)
- Marketing Planning/Advertising (targeted marketing plans for degrees and programs which may include: development of print and online advertising, publications, and catalogs, and inclusion in Ecampus broad media campaign)
- Business Services (assistance with registration and credit card processing, program budgeting, financial projections and reports, assist with instructor hiring and payroll processing, assist with personal service contracts and other contracting processes)
- Professional Education Services (tailor-made non-credit programs, workshops and short courses, customized certificate programs, program administration and logistics, certificates and CEUs/PDUs. Through the Alumni College, OSU Extended Campus and the OSU Alumni Association work collaboratively to offer professional educational and certification programs for alumni, friends, and the general public)
- Hybrid and Site-Based Course Logistics (planning, development, scheduling, and logistics for hybrid or site-based courses)
- Instructional Resource Management Option: The College/Department may elect the option for Ecampus to manage instructor contracts, salaries, and OPE for instructors teaching College/Department courses offered through Ecampus. The standard arrangement for this service and expenses are provided through the Ecampus Business Affairs unit. The Ecampus Business Affairs unit can manage all instructor contracts and

expenses for the College and/or Department. Under this agreement for service, the College and/or Department instructors' salaries and OPE (i.e., expenses) will be calculated at the end of each term, and deducted from the 80% College/Department tuition revenue share. Following the payment for instructors, Ecampus will transfer the remaining revenue from the College/Department tuition revenue share to the College and/or Department as budget at the end of each academic term.

- *Business Plan Development Option:* Ecampus Business Affairs will work with the College/Department, as requested, to develop business models for allocation of faculty resources that maximize net revenue while ensuring the academic integrity of the courses and a quality instructional experience for the student.

The OSU College of Forestry

It is the general responsibility of the College and its Departments to extend the academic programs of the campus, on a selected basis, to the growing non-resident student body of Oregon State University and to ensure academic integrity. It is the responsibility of the College/Department to oversee the academic integrity of all degree programs and all OSU credit courses that are included in this agreement. It is also the responsibility of the College/Department to oversee and validate the qualifications of all instructional personnel teaching the program courses. The College of Forestry and Ecampus will cooperatively identify course content areas for distance delivery and course development.

The College and/or Departments will be responsible for:

- Curriculum oversight/approvals.
- Program leadership and management.
- Salary and OPE for course/program instructors, unless otherwise negotiated with Ecampus.
- Instructor approvals and evaluations.
- Program advising/advisors (i.e., provide student/program advising once students are admitted to degree programs).
- Collaborate with Ecampus to provide web links that provide distant students with access to on-campus College/Departmental services such as tutoring and career information.
- Working in conjunction with Ecampus to plan, conduct, and evaluate distance/online courses, programs, and instruction.
- Working collaboratively with Ecampus in providing student/constituent background, demographic, and professional data required for the development of targeted promotion and marketing of courses and programs.
- Costs related to the delivery of hybrid or site-based courses such as on-site support staff, facilities and/or AV equipment rental, video conferencing facilities, lodging, meals, special hard-copy materials, etc. will be recovered through additional course fees, direct charges to students, or other sources identified and authorized by the College/Department.

II. REVENUE AGREEMENT FOR CREDIT/DEGREE PROGRAMS

The Ecampus business model focuses on services and revenue distribution. The business model employs a revenue distribution formula intended to provide incentives for Schools, Colleges, and

Academic Departments to participate with Ecampus in building and delivering an inventory of degree and certificate programs specifically designed to meet the academic needs of the growing non-residential student body of Oregon State University.

The revenue distribution formula, known as the Ecampus Revenue Allocation Model (ERAM) is based on two primary components, tuition and state funding generated by the state Resource Allocation Model (RAM). The RAM is based on the concept that dollars follow student credit hour production.

OSU has instituted a Budget Allocation Model (BAM) for distribution of RAM dollars. OSU and Ecampus have implemented the infrastructures necessary to track Ecampus student credit hours and translate that into budgeted dollars available to the College/Department.

Tuition, Fees, and Revenue Distribution

The intent of the Ecampus revenue allocation model (ERAM) is to provide incentives for College of Forestry Departments to participate in developing degree and certificate programs and minors to be included in the OSU Extended Campus program inventory. A second goal of the ERAM is to generate a source of external revenue that will support College/Department programs and provide an alternative for declining state revenues. To encourage the growth of this participation, tuition and RAM revenue generated by these programs will be transferred directly to department accounts established for this purpose. It is intended that this direct transfer of revenue to the participating department will be the practice for the initial 24 months of the agreement. At the end of that period, or as provided in Section IV, the dean of the college may elect to modify that distribution. As indicated in Section V of this agreement, the terms of the MOU will be reviewed annually to consider any modifications that may be desired by the Department or the dean of the college. As specified in Section IV, all such budget transfers will be reported to the dean at the time of the transfer.

Under the ERAM, the College/Department will receive 80% of the tuition revenue generated by each course through budget transfers at the end of each term. If the academic department elects to have Ecampus pay instructors who have been approved by the Departments, wage and payroll benefit expenses will be debited against the 80% departmental allocation of the tuition to arrive at a net budget transfer amount (Ecampus instructor pay is based on \$55 per undergraduate student credit hour (SCH) and \$85 per graduate SCH).

Graduate and undergraduate tuition rates for Ecampus, per student credit hour, are consistent with published tuition rates for a single three-credit course on the Corvallis campus.

Under the ERAM, revenue generated by the RAM will be distributed to the College/Department based on BAM formula weighted values and percentages and the prior year SCH/FTE production of College/Department programs offered as part of the Ecampus program inventory. These state funds will be distributed to the College/Department as budget at the beginning of the academic year (i.e. Fall Term).

All surcharges added to the tuition by the OSU Office of Finance and Administration for courses offered through Ecampus, will be passed directly to students taking those courses in accordance with the schedules and policies of Oregon State University.

The College/Department may elect to add course-specific fees or other charges in addition to the established Ecampus Distance Education fee and the TRF Information Technology fee. Ecampus will collect such fees on behalf of the College/Department and disburse them as an identified part of the tuition revenue transfer.

III. PAYMENT AND REPORTS

OSU Extended Campus will make tuition revenue payments, less all calculated and reported expenses, to the College of Forestry and/or designated Departments at the end of each academic term (Fall, Winter, Spring) and at the end of the summer term in the amounts then due from revenue.

RAM will be distributed based on the BAM formulas set and approved by the OSU Office of Finance and Administration to the College/Department as budget at the beginning of the fiscal year (i.e., Fall).

IV. RECORD KEEPING

OSU Extended Campus shall keep complete and accurate records and books of account containing all information necessary for the computation and verifications of the amounts to be paid as specified in this agreement. Said records and books shall be kept for a period of three (3) years following the end of the accounting period to which the information pertains. OSU Extended Campus agrees to provide financial reports to the College of Forestry on all pertinent program activities running through OSU Extended Campus.

V. TERMS OF THE AGREEMENT

The terms of this partnership and activities have been mutually discussed and agreed upon by both parties. This Memorandum of Understanding is in effect until either party terminates the agreement by written notification signed by the appropriate official of the party initiating the notice. However, the other party must receive such notification at least six months prior to the effective date of termination. Both parties shall mutually agree upon extensions and modifications of this MOU.

If one of the parties determines that delivery of a program is to be terminated, accommodation must be provided for students admitted to the program and actively engaged in pursuing completion of a degree, minor, or certificate. Such accommodation must be consistent with that provided for resident students in similar circumstances.

This document is considered a continuing agreement. The document will be reviewed annually, at the close of the fiscal year, and modified as required to reflect changes in program inventory or responsibilities of the partners. Any other amendments, waivers, or agreements effecting the terms of this Memorandum of Understanding must be agreed to by both parties and specified as a

written addendum to the MOU. It is understood that any such amendments, waivers, or agreements shall be effective only in the specific instance and for the specified purpose given.

The OSU Extended Campus and the College of Forestry will designate an individual to oversee this cooperative agreement/partnership and all endeavors that may derive from it. For this purpose, the OSU Extended Campus designates Carol Babcock, Director, Ecampus Business Services and the College of Forestry designates _____. The parties to this understanding, by signature of their authorized representatives, agree to the terms and conditions of this MOU.

Hal Salwasser, Dean
College of Forestry

Bill McCaughan, Dean
OSU Extended Campus

Date

Date

Policies of the Faculty Senate Distance Education Committee
(extracted and freely adapted from the 2002-2003 and 2003-2004 annual
reports and minutes from 2001-2002)

Scope of the Committee

- The Committee reviews and recommends policies on all forms of distance education within the University and values both competition and cooperation. (AR 2003-2004)
- Asynchronous course delivery for the on-campus environment, although involving distance delivery technology, is not within the mandate of the Distance Education Committee. (AR 2003-2004)
- The Committee recognizes the Cascades Campus as an independent entity and does not see their on campus educational services as "distance education." (AR 2003-2004)
- The Committee monitors the curricular process to assure that it is correct and efficient. The Committee will not be directly involved in the curricular process itself. (AR 2003-2004)

Administration related to Extended Campus

- The Committee supports the revenue sharing model implemented in fall 2003. (AR 2002-2003)
- The Committee supports the Memoranda of Understanding between Extended Campus and departments and colleges specifying greater roles and responsibilities of departments in the design, implementation, and oversight of distance courses and degree programs. (AR 2002-2003)
- The committee supports equity in student tuition and fees between on-campus and Summer Session. (AR 2002-2003)

Committee functioning

- Individual Committee members will meet at least once per year with key Faculty Senate committees to exchange information of common interest. (AR 2003-2004)

Other

- The administration of intellectual property ownership resides within the academic unit. Royalties should be divided based on the contributions the faculty member and the University each has made to the final product. (AR 2002-2003)

Faculty Senate Distance Education Committee

November 30, 2004

SUMMARY OF SUBMITTED DRAFT MISSIONS, GOALS, AND MUST-DO ACTIVITIES

Mission

- To provide high quality distance learning experiences to OSU's constituency. (Ron)
- The Faculty Senate Distance Education Committee supports quality distance education experiences by providing guidance and recommendations on policy, practices, and standards. (Mark)
- The distance education faculty senate committee advises on vision, leadership, and support for distance education throughout OSU to provide quality learning opportunities to Oregonians and others nationwide. (Melora)
- Through broad representation from the University community, the OSU Faculty Senate Distance Education Committee will provide leadership in the development and evaluation of standards, guidelines, and practices designed to enhance the mission of the University through the creation and delivery of quality distance education programs. (Bill)

Goals

Quality

- Facilitate coherence of distance education policies and cooperation of units across the university. Make recommendations to OSU administrators on policies for distance education, to ensure smooth and effective implementation with quality instruction. (Melora)
- Development and delivery of high quality distance learning experiences based on research based best practices models. (Ron)
- Recommend approaches to setting and monitoring standards and practices of distance education that maintain high quality education. (Mark)

Integration of distance participants

- Facilitate the full integration of distance education students and faculty. (Melora)
- Identify policies, practices, and standards that help integrate distance education students and faculty. (Mark)
- Development and delivery of distance learning experiences designed to meet the needs of all participants. (Ron)

Integration of distance education

- Development and delivery of distance education opportunities that reflect the overall goals of Oregon State University. (Ron)
- Assure that distance education aligns with the overall vision and strategic goals of the University. (Mark)

Faculty relations

- Develop policies for faculty involvement and rewards in distance teaching. (Mark)

Other

- Anticipate emerging trends (eg, unbundling of courses—defined below) and address their implications. (Melora)
- Elimination of unnecessary redundancy in the distance education efforts of Oregon State University. (Ron)
- Development of cooperative models of service integration with other necessary partners to insure the success of all distance education participants. (Ron)

Must-do activities

Background information

- Encourage a survey of faculty involved with distance education, covering their needs and satisfaction with support and rewards. (Mark)
- Collaborate with Center for Teaching and Learning on survey of faculty and administrators to assess their distance education needs and issues. (Melora)
- Encourage an inventory of distance courses by college, structure (for example, lab), type (Web, videos, etc.), and enrollment. (Mark)
- Inventory distance education activities at OSU that are for credit (the rationale is how can we address distance education issues across OSU if we are only interacting with ecampus?) Also might it be useful for potential students or for accrediting purposes? (Melora)
- Develop the capacity to provide valid and reliable statistical information on the operations of OSU's distance efforts. (Ron)

Quality

- Identify mechanisms for monitoring course quality. (Mark)
- Make recommendations to, or collaborate with, the Center for Teaching and Learning re services and materials for faculty relating to distance education (eg training on distance education, tip sheet of best practices, basic standards, other resources). (Melora)

Integration of distance participants

- Advise on which services OSU should provide to distance students, eg Academic Success Center, ASOSU, counseling, library, financial aid, tutoring, bookstore, student clubs, study groups, and/or find out whether respective units are developing plans to serve distance students. (Melora)
- Make recommendations to address issues with fees, eg if required classes only available at ecampus then on-campus students have to pay extra fee; ecampus students paying out-of-state tuition. (Melora)
- Insure that all distance education offerings are fully accessible to persons with disabilities in a planful and proactive manner. (Ron)
- Provide all distance education participants with an equivalent experience to place bound participants. (Ron)

Integration of distance education

- Develop sound operational policies and procedures to guide the further development of OSU's distance efforts that align with the overall OSU strategic plan. (Ron)

Faculty relations

- Address promotion and tenure issues. (Mark)
- Review survey results on P&T, look at how other campuses have resolved P&T issues, and make recommendations. (Melora)

Other

- Eliminate and reduce unnecessary duplication and redundancy with existing OSU operational units. (Ron)
- Fully maximize the use of existing campus operational units before internal support organizations are created and implemented. (Ron)
- Serve as an advisory board for the Dean of Extended Education. (Mark)

Questions

- Do we have issues with copyright/intellectual property? Are faculty concerned? Do we have a policy? (Melora)
- At OSU is there any effort to “unbundle” ecampus courses or is it anticipated for the future? eg content specialists decides what material goes online, instructional designer designs presentation of materials, technical specialist creates the course, instructor interface w/ the students. What are the implications of this for P&T, RAM, etc? (Melora)
- Is OSU looking into creating programs that allow students to combine courses or programs from different institutions to make each student’s degree program unique? (Hawkins 2000) (Melora)

DISTANCE EDUCATION IN THE FOREST RESOURCES DEPARTMENT

1. Current offerings:

FOR 352	Wilderness Management	3 cr	S
FOR 365	Issues in Natural Resources Conservation	3 cr	F, S, Su
FOR 445	Ecological Restoration	4 cr	F
FOR/FW/RNG 446	Wildland Fire Ecology	3 cr	F, S
FOR 407	Starker Lectures	1 cr	Su, F?

2. Prospective courses:

FOR 351	Recreation Behavior & Management	3 cr
FOR 371	International Ecotourism	3 cr
FOR 372	Tourism & Protected Area Management	3 cr
FOR 444/544	Ecological Aspects of Park Management	3 cr
FOR 471	Ecotourism Impacts	3 cr
FOR 472	Ecotourism Planning & Policy	3 cr
FOR 473	Resort Management	3 cr

3. Funding issues:

- A. Developmental costs are significant (time, money, & expertise)
- B. Front-end loading required
- C. College MOU and ERAM funding model now in place
- D. Most economical with low-paid instructors (see revenue comparisons)
- E. Potential to become a net revenue source

4. Elements of success (see *Journal of Forestry* reprint)

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Revenue Comparison of Instructor Pay Models for ECampus Course--Professor.												
2	3/3/2004 10:34												
3													
4	Enrollment	OSU Tuition	Course Tuition	ECampus	Model A: If Dept. pays instructor:				Model B: If ECampus pays instructor:				Model A Gain
5	(no. students)	(\$/SCH) ^a	(\$/SCH) ^b	Allocation	Instructor Compensation ^d				Instructor compensation				Dept.
6				to Dept. ^c	Salary ^e	OPE ^f	Total	Net to Dept.	Salary ^g	OPE ^h	Total	Net to Dept.	(\$)
7				(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	
8													
9	1	97.00	291.00	232.80	8000.00	2800.00	10800.00	-10567.20	165.00	57.75	222.75	10.05	-10577.25
10	10	970.00	2910.00	2328.00	8000.00	2800.00	10800.00	-8472.00	1650.00	577.50	2227.50	100.50	-8572.50
11	20	1940.00	5820.00	4656.00	8000.00	2800.00	10800.00	-6144.00	3300.00	1155.00	4455.00	201.00	-6345.00
12	30	2910.00	8730.00	6984.00	8000.00	2800.00	10800.00	-3816.00	4950.00	1732.50	6682.50	301.50	-4117.50
13	40	3880.00	11640.00	9312.00	8000.00	2800.00	10800.00	-1488.00	6600.00	2310.00	8910.00	402.00	-1890.00
14	50	4850.00	14550.00	11640.00	8000.00	2800.00	10800.00	840.00	8250.00	2887.50	11137.50	502.50	337.50
15	60	5820.00	17460.00	13968.00	8000.00	2800.00	10800.00	3168.00	9900.00	3465.00	13365.00	603.00	2565.00
16													
17	^a Based on OSU tuition rates (\$97/SCH) for an undergraduate course for FY 2003-04.												
18	^b Tuition based on a 3-credit undergraduate course (\$291).												
19	^c Based on ECampus allocation model of 80% of tuition revenue going to Dept.												
20	^d Based on standard 0.1 FTE for teaching a 3-credit course.												
21	^e Based on typical annual salary rate for a professor (\$80,000).												
22	^f Based on corresponding OPE rate (35.0%) for typical salary rate.												
23	^g Based on ECampus instructor pay rate of \$55/SCH for an undergraduate course.												
24	^h Based on corresponding OPE rate (35.0%) for salary stipend.												

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	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Revenue Comparison of Instructor Pay Models for Ecampus Course--Part-time Instructor.												
2	3/3/2004 10:34												
3													
4	Enrollment	OSU Tuition	Course Tuition	ECampus	Model A: If Dept. pays instructor:				Model B: If Ecampus pays instructor:				Model A Gain
5	(no. students)	(\$/SCH) ^a	(\$/SCH) ^b	Allocation	Instructor Compensation ^d				Instructor compensation				Dept.
6				to Dept. ^c	Salary ^e	OPE ^f	Total	Net to Dept.	Salary ^g	OPE ^h	Total	Net to Dept.	(%)
7				(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	
8													
9	1	97.00	291.00	232.80	5000.00	1250.00	6250.00	-6017.20	165.00	41.25	206.25	26.55	-6043.75
10	10	970.00	2910.00	2328.00	5000.00	1250.00	6250.00	-3922.00	1650.00	412.50	2062.50	265.50	-4187.50
11	20	1940.00	5820.00	4656.00	5000.00	1250.00	6250.00	-1594.00	3300.00	825.00	4125.00	531.00	-2125.00
12	30	2910.00	8730.00	6984.00	5000.00	1250.00	6250.00	734.00	4950.00	1237.50	6187.50	796.50	-62.50
13	40	3880.00	11640.00	9312.00	5000.00	1250.00	6250.00	3062.00	6600.00	1650.00	8250.00	1062.00	2000.00
14	50	4850.00	14550.00	11640.00	5000.00	1250.00	6250.00	5390.00	8250.00	2062.50	10312.50	1327.50	4062.50
15	60	5820.00	17460.00	13968.00	5000.00	1250.00	6250.00	7718.00	9900.00	2475.00	12375.00	1593.00	6125.00
16													
17	^a Based on OSU tuition rates (\$97/SCH) for an undergraduate course for FY 2003-04.												
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21	^e Based on typical annual salary rate of a part-time instructor (\$50,000).												
22	^f Based on corresponding OPE rate (25%) for typical salary rate.												
23	^g Based on Ecampus instructor pay rate of \$55/SCH for an undergraduate course.												
24	^h Based on corresponding OPE rate (25%) for salary stipend.												

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9	6043.75
10	4187.50
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Distance Education

A New Course in Wildland Fire Ecology

John D. Walstad, Mark D. Reed, Paul S. Doescher,
J. Boone Kauffman, Richard F. Miller, Bruce A. Shindler,
and John C. Tappeiner

ABSTRACT

Distance education, facilitated by modern telecommunications and computer technology, is revolutionizing delivery of college-level courses. In creating an interdisciplinary course on wildland fire, we learned that initial investments of at least \$100,000 may be required, particularly for a video-based offering. Specialists in media production and web page development are crucial—not just to allow faculty to focus on content, but also to produce material that compares favorably with the TV productions students are familiar with. We further recommend conducting a pilot test with a live audience of students. Despite the challenges, we believe that many natural resource courses lend themselves to this format because of the photogenic nature of the topics and widespread interest in them, and that—over time—distance education courses can recoup the costs of their development.

Keywords: communication; distance learning

In late 1998 Oregon State University (OSU) anticipated the need for a new college-level course that would cover ecological aspects of wildland fire management. The higher frequency of large—often catastrophic—fires across western landscapes was certainly one of the drivers behind this effort. However, we also recognized the constructive, rejuvenating role that fire plays naturally in many of these ecosystems. Finally, we were struck by the dominant societal influences on wildland protection, utilization and restoration—influences ranging from wildfire ignitions to protests and litigation. An upper-division course that melded three aspects—fire occurrence, fire effects, and human dimensions—was needed for our natural resources

curricula in forestry, wildlife conservation, and range management.

At the same time we wanted to make this course available to a broad cross-section of clientele interested in the general topic of wildland fire. We were eager to reach off-campus students and professionals who might be unable to attend classes because of distance or work schedules. Conventional, campus-based courses are inconvenient for these nontraditional students, so we decided to explore other approaches to course delivery.

Distance education is becoming an important way of delivering college-level courses in a more flexible format (Murphy and Terry 1998; Tombaugh 1998). The nexus of videography and Web-based technology, coupled with

ubiquitous access to telecommunications and computer networks, is rapidly changing the world of higher education. This article describes the development and delivery of a contemporary course in wildland fire ecology through distance education technology at OSU.

Approach

Undertaking a task of this complexity and magnitude required a careful assessment. First, we assembled an interdisciplinary group of faculty with expertise in forestry, rangeland ecology, wildlife management, fire science, sociology, and multimedia technology. After obtaining a commitment from each of them to participate, we jointly developed the goals and objectives for the course, target audience, level of instruction, number of credits, and other pedagogical parameters.

Concurrently, we explored various aspects of distance education delivery with OSU media experts and studied the literature (e.g., Miller 1997). Options ranged from “passive” Web-based instruction to “live” satellite lectures. We also evaluated the practicality of using emerging technologies, such as streamed video, DVD, and Pictel®. In the end, we opted for a combination of videotaped lectures (VHS and DVD formats) supplemented by a Web-

based platform (Blackboard®).

A final ingredient was financial support. We were warned that the development of high-quality, video-based distance education courses would be expensive. Funds to support the time involved in course development as well as the sophisticated technology were deemed crucial to the enterprise. Consequently, we submitted a grant proposal to the Higher Education Challenge Grants Program of the USDA Cooperative State Research, Education, and Extension Service. The grant was funded at the \$100,000 level for a three-year period. We received a comparable amount from OSU, including access to technical expertise and facilities.

Course Preparation

Our interdisciplinary team began the process of outlining course content, structure, and sequence of topics (*table 1*). A syllabus was developed that included course goals, objectives, format, topics, and supporting information. We also enlisted several specialists both on and off campus in such areas as fire history, soils, regional ecology, and fire policy to augment our own expertise. We identified several prospective case studies that would provide tangible and relevant examples of wildland fire ecology topics. These ranged from illustrations of various vegetation fire types to management considerations involved in wildland fire protection and control. Finally, we developed a timeline for production and completion of the project. Deadlines were established for each phase, and periodic meetings were held to ensure progress and make adjustments as needed.

The next phase was largely one of individual responsibility. Designated lectures were prepared by subject matter experts, converted to PowerPoint presentations, and then taped in a studio. Given the photogenic nature of fire and wildland subjects, we incorporated slides and video footage of relevant scenes and events. Also, we included taped interviews with on-the-ground personnel, thereby depicting actual situations and conditions. These video segments provided powerful doses of

realism and variety to the lectures.

Graphs, charts, tables, and narrative slides were interspersed via PowerPoint to add depth and substance to the video lectures. Permission to use copyrighted material was obtained, and credits were acknowledged. Careful technical editing helped ensure high quality for each lecture and also facilitated integration and reinforcement of various topics throughout the course.

At the same time, we began developing a course website (www.oregonstate.edu/instruct/dce/for446/index.htm) with assistance from OSU's Extended Campus (Ecampus) staff. We adapted a template used by several other natural resources courses at OSU. Students access the website from within Blackboard. We made use of standard Blackboard features, such as periodic announcements, a calendar of assignments, discussion forums, and online testing. We also enriched the site with PowerPoint slides from each lecture, lecture outlines, learning objectives, supplemental readings, glossaries, and links to relevant external websites.

Once the course content was well in hand, our next task was to secure approval to offer the course from OSU's Curriculum Council. We arranged for it to be cross-listed within Forest Resources, Rangeland Resources, and Fisheries and Wildlife. We also made sure the course qualified as an elective in OSU's Natural Resources degree program (Jensen et al. 1998). In addition to our own contacts in the natural resources sector, we enlisted the services of OSU's Ecampus office in publicizing and marketing the course.

Implementation

Before offering the distance education course, we did a pilot run. In winter term 2002 we offered the course to about 20 campus-based, upper-division students with a strong interest in wildland fire. We used a typical classroom setting to show the 30- to 50-minute video segments we had taped, followed by a half-hour of discussion and feedback during which students were asked to critique the video and attendant materials. We also asked them to evaluate

Table 1. Topics covered in Wildland Fire Ecology.

Introductory information

- Importance of wildland fire in today's world
- Role of fire in resource management, protection, and restoration
- Scale of costs, acreage, and impacts of wildland fire

Fire history

- Pre- and post-European settlement
- Regional and temporal variations
- Fire regimes and vegetation biomes
- Emerging trends

Fire behavior

- Fire intensity, severity, and frequency
- Fuels and fuel management
- Climate and weather
- Aspect, elevation, and topography

Fire effects

- Plants and secondary succession
- Wildlife and habitat
- Aquatic ecosystems
- Microflora, microfauna, and microorganisms
- Soil, water, and air
- Watersheds and landscapes
- Wildland-urban interface communities

Social considerations

- Public trust and social acceptability
- Communication and decisionmaking processes
- Evolution of fire policy

Case studies

- Low, moderate, and high fire severity regimes
- Regional fire types and vegetation biomes
- Prescribed fire
- Environmental assessments

the website for utility and ease of use. To help assess learning, we asked students to prepare a set of true-or-false, multiple-choice, and short-answer essay questions surrounding each topic. This generated a pool of questions for quizzes and the final exam, which were refined and expanded by instructors.

We spent spring and summer 2002 doing final edits on the videos, website, study guides, case studies, and exam questions. We established grading criteria and a target schedule of assignments to keep students on track during the term. The Ecampus office began advertising the course, producing the video-

Table 2. Results of the course reaction survey, fall term 2002.

Question	Agree	Disagree	Neutral
1. Sincere effort was made to help me understand why the course is important.	100%	0%	0%
2. Course objectives were clear and helpful.	97	0	3
3. Course was effectively organized and administered.	97	0	3
4. Learning resources were helpful.	94	0	6
5. Learning activities were helpful.	94	0	6
6. Personal help was sufficient to meet my needs.	90	3	7
7. Climate was such that I felt free to ask questions and express thoughts.	97	0	3
8. Feedback was provided frequently.	90	0	10
9. Grading system was administered as specified in syllabus.	100	0	0
10. Sincere effort was made to stimulate my interest in the subject.	90	0	10

Sample of unsolicited testimonials

"I really like the way so many professors are included with all of their expertise to share."

"The objectives were very clear and were repeated in numerous places—on video, on website, in course materials, etc."

"The term project was good. It forced us to put together something practical rather than just reciting what's known in the literature."

"The on-line discussion forums really helped bring topics to life."

NOTE: Percentages are based on 32 students who responded; five students who took the course did not respond.

cassettes and attendant materials, and preparing for electronic registration.

The course was offered in distance

Examples of Students' Topics for Term Projects

Fire management in wilderness
Tropical rainforest fires in Indonesia
Impact of fire in the pine barrens of New Jersey
Fire in mixed mesophytic forests of Ohio
Fire in the western Columbia River gorge
Case study of fire in the wildland-urban interface: California's Vision Fire
Missionary Ridge Fire in Colorado
Fire as a component in environmental assessments: Florida's Timucuan ecological and historic preserve

education format in fall term 2002. Tuition and related fees totaled about \$500 for this three-credit course. We limited enrollment to 40 students, and it quickly filled with registrants from 14 states. Many were place-bound professionals with fire-related jobs in their organizations. Their goals were to expand their knowledge of wildland fire, particularly its ecological aspects.

Video cassettes, a reference text (Walstad et al. 1990), contact information, and other materials were mailed to students prior to fall term. One of the team members became the lead instructor and took responsibility for interfacing with the students via e-mail and Web-based discussions. Students and faculty introduced themselves electronically, and the course was under way.

An important goal was keeping the students engaged and on task throughout the course. The lead instructor maintained daily contact with students and frequently enlisted other faculty and content specialists to help address the questions and issues they raised. Periodic practice quizzes, posted electronically, helped students stay abreast of the material and gauge their learning.

Students also were assigned a term project that would explore some aspect of wildland fire ecology. Examples, guidelines, and grading criteria were given for the project, and each student then pursued a topic of personal interest. Students appreciated the flexibility to choose their own topics, and this motivated many of them to explore their subjects in considerable depth. Each student submitted an outline during the third week of the course, and a draft report was expected by the eighth week. The final versions of the term project were due at the end of the course (10th week), and most were submitted electronically. A wide variety of topics were selected by the students (see "Examples of Students' Topics for Term Projects"), and they were encouraged to review what their colleagues had done.

Student learning was assessed using several methods. Three open-book quizzes were interspersed during the term, and a closed-book, proctored final exam was administered using protocols and procedures established by Ecampus. Student grades were a composite of scores on quizzes and the final exam, quality of the term project, and degree of participation in the online discussion forums.

At the end of the course we solicited feedback from the students (*table 2*). Although students had suggestions for improvement, all of them were enthusiastic in their assessments. Sample comments illustrate the utility and effectiveness of this approach to college education.

Elements of Success

Based on our experience, we offer several suggestions for other instructors interested in offering distance education courses:

- Designate a lead instructor who has overall responsibility for course development and delivery. Ensure that other members of the faculty team have clear instructions and deadlines for their respective portions of the course.

- Obtain adequate funding to support course development. Initial investments on the order of \$100,000 or more may be required to provide the

time and expertise needed to develop the course, particularly if it is video-based. Once the course is up and running, the cost of delivery is quite economical. Institutional support in the form of returned tuition or other funds is essential to sustain the course and foster periodic updates.

- Comprehensive, multidisciplinary courses like Wildland Fire Ecology lend themselves to team teaching. However, considerable planning and thoughtful integration are required to avoid discontinuity or redundancy. Attention to course organization and logistics is essential to maximize efficiency.

- Specialists in media production and web page development are crucial to success. This allows faculty to focus on scope, content, organization, and delivery while the media experts handle the technology and facilitate effective presentation of the material.

- Allow ample time to develop the course and make appropriate adjustments and refinements. Students compare video-based distance education courses to network TV productions.

High quality is essential for such courses to be favorably received.

- Enlist instructors who convey passion for their subject areas. Holding the attention of a passive audience can be difficult unless the instructors are captivating and motivating. Occasional doses of humor, animation, and personal anecdotes help generate interest and increase retention.

- Incorporate video footage featuring outdoor scenes, special events, on-site interviews, “virtual” field trips, streamed video, and real-world situations, which can add a powerful dimension to this form of instruction. Such content helps illustrate important points and is essential for holding students’ interest.

- Conduct a pilot test with a live audience of students. This important step provides valuable feedback and suggestions that can be incorporated into the finished product.

- Limit the class size to 40 students or fewer to ensure that each student receives adequate time and attention—crucial for retaining interest and com-

mitment among a dispersed population.

- Recognize that distance education students represent a different population than college residents. These students are often older, gainfully employed, have families, and are frequently taking courses for purposes other than a college degree. Understanding their goals, challenges, time constraints, and unique circumstances is important in establishing rapport. Frequent communication and online discussion boards help personalize the course and build constructive relationships.

- Ensure that assigned readings and supplemental information, such as journal articles, are easily accessible through online library sources.

- Allow students to select a term project that is of genuine interest to them. This will encourage commitment on their part and maximize the likelihood of high-quality research and writing. Adequate guidance, sideboards, and periodic feedback on progress are important prerequisites to successful results.

- Establish a firm schedule for the course and expect students to respond accordingly. Given the inevitable distractions they face, the lack of peer pressure to keep them on track, and the absence of a supportive campus community, it is easy for distance education students to procrastinate. Setting periodic deadlines and holding students accountable for meeting them will minimize the tendency to drift.

Conclusions

Our experience indicates that video- and Web-based distance education courses are convenient and effective ways to reach motivated but place-bound students and professionals. These easy-to-use technologies are ideally suited for today's distance learner. They also provide a convenient alternative for campus-based students with scheduling difficulties. Finally, distance education courses delivered in this manner provide considerable flexibility to the instructor in his or her day-to-day commitments.

Topics like wildland fire ecology

that are both graphic and interesting lend themselves well to distance education. This format also provides an efficient way to capture a wealth of expertise and experience that can be shared worldwide. Although the front-end costs of developing such courses are substantial, we anticipate that they will pay for themselves as a result of the economies associated with repeated, widespread delivery. Periodic updating will be needed, but the basic infrastructure of the course should remain sound for many years. We encourage other faculty to explore this powerful medium.

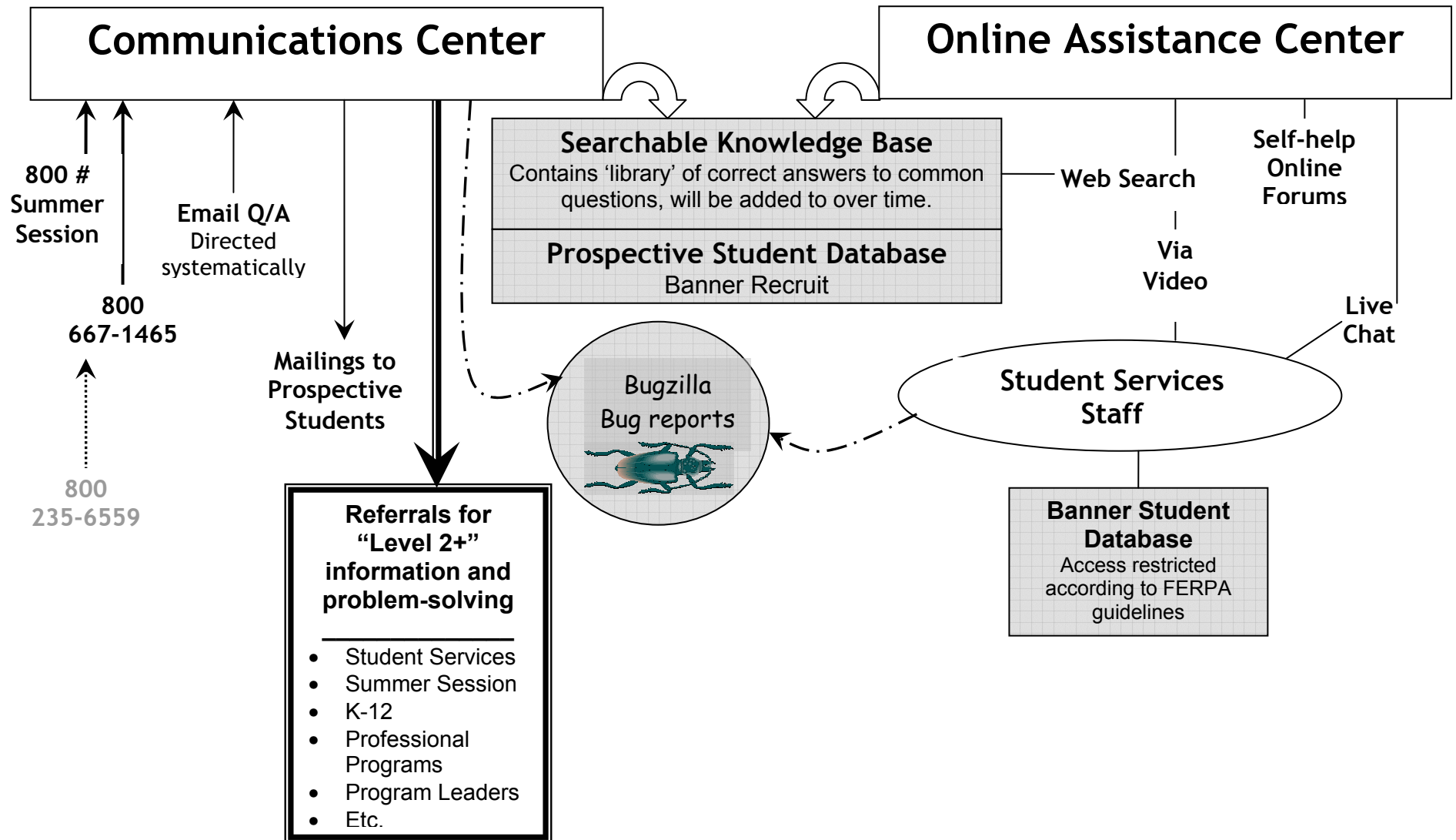
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Interface of the Communications Center with databases (shaded) and the new Online Student Assistance Center



Enrollment and Student Services

“Who does What?”

FACULTY / DEPARTMENT SERVICES

Marci Robbins (737-9813) **Course Coordinator** – textbooks, videos, course materials, developmental math, change of grades, instructor pay letters, announcements, and reminders

Lorrie Lind (737-1280) **Administrative Program Assistant**

Coordinates course offerings with Departments, Instructors, and Registrar: Schedule of Classes, course logistics, course info for Banner, credit overlay courses/ workshops, instructor pool and pay arrangements, liaison to Registrar’s Office.

STUDENT SERVICES

Brett Jeter (737-4166) **Student Services Program Specialist** –general program information, testing (proctors and exams), assistance with student registration and records, registration for credit overlay courses, student petitions, helps to coordinate student services for distance students, pulls enrollment reports needed for students and courses, currently has primary responsibility for incoming phone and email inquiries.

Kay Bell (503-789-5073) **Ecampus Enrollment Coordinator** – Liaison to Community Colleges and Tribes, coordinates enrollment support services, primary contact with OSU Admissions.

INTERNET and BANNER applications

Gayle Logue (737-9205) **E-Learning Systems Analyst** – Banner ‘super-user’; web and database projects for Enrollment and Student Services. Currently overseeing the day-to-day work on the TRF project to design an Online Student Assistance Center.

Director, Enrollment and Student Services

Paula Minear (737-9116)

One of 3 members of Ecampus “Intake Team”

Serve as non-voting member of Curriculum Council

Meet with department representatives to discuss courses and programs

Liaison with Central Admin with regard to student services, enrollment management.

OSU Extended Campus

Oregon State University

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Corvallis, OR 97331-4504

1-800-235-6559

<http://ecampus.oregonstate.edu>

OREGON STATE UNIVERSITY EXTENDED CAMPUS

Ecampus Revenue Allocation Model (ERAM)

Introduction

The intent of establishing the Extended Campus Revenue Allocation Model (ERAM) is to create a mechanism for building and sustaining delivery of an inventory of degree and certificate programs specifically designed to meet the academic needs of the growing non-residential, non-traditional student body of Oregon State University. The ERAM is intended to enable this development and delivery by:

1. Providing incentives for departments to become active in teaching non-resident, non-traditional OSU students.
2. Providing incentives for departments to collaborate with the Extended Campus in building and delivering the Program Inventory.
3. Providing revenue to departments to meet departmental growth and development needs.
4. Generating a “replacement” or additional revenue stream for University allocation for institutional sustainability and development.

Implementation

The ERAM received final approval from the President’s Office, the Provost’s Office, and the Office of the Vice President for Administration and Finance for initial implementation Winter Quarter 2003.

The ERAM is based on the assumption that the SCH output of distance education courses, with an adequate degree inventory, has the potential of rapid and significant growth. The ERAM will be applied to an inventory of degree and certificate programs, identified through market analysis, that meet the academic needs of the rapidly growing Lifelong Learning population in Oregon and the U.S.

Implementation of the ERAM is designed to stimulate growth of this inventory and is anticipated to result in a significant level of net revenue above costs for OSU over the 5-7 year period following its implementation.

Revenue Distribution Model

The actual ERAM model is constructed around a revenue distribution formula designed to complement the budget model developed by the FY 2003 Budget Reconciliation Committee (BRC) and is based on the “dollars-follow-productivity” philosophy established by the BRC.

The formula consists of four basic components:

1. Graduate and undergraduate tuition rates bench-marked on the published tuition rates for a single three credit course on the Corvallis campus.
2. A distribution formula for tuition revenues using a ratio of 80% to the academic unit and 20% to program inventory development.*
3. A distribution formula for funding produced by the application of the RAM to eligible SCH using the ratio established by the BRC – 66.4% to academic units and 33.6% to central administrative units.**
4. A standardized distance-learning fee to support OSU Extended Campus operations and infrastructure.***

Ecampus coordinates with OSU Division of Administration and Budget in tracking the student credit hour (SCH) productivity for each unit:

1. Tuition revenue is allocated by Ecampus based on current year SCH productivity – distributed on a quarterly basis.
2. RAM revenue is allocated based on eligible prior year SCH productivity – distributed at the beginning of the fiscal year.

Tuition revenue will be allocated to colleges/departments on a declining schedule over a stepped 5/7 year schedule. This schedule is based on the assumption that the revenue stream, net above costs, will grow as SCH production expands. This provides for predictable growth of the revenue stream to departments and will provide a continuing funding level for support of department participation in the development and delivery of the Ecampus degree inventory. It will also provide for department growth and development based on departmental priorities. It will also allow the university central administration to capture a larger percentage of the revenue for allocation to institution-wide priorities. This declining schedule is projected as follows:

1. 80% - Academic Years 2003-04, 04-05, 05-06, 06-07
2. 70% - Academic Year 2007-08
3. 60% - Academic Year 2008-09
4. 50% - Academic Year 2009-10

During Academic Year 06-07, the allocation ratio will be reviewed to determine the proposed future ratios based on the following criteria:

1. Does the allocation ratio provide sufficient revenue flow to the departments participating in the delivery of the Extended Campus degree inventory to support related departmental costs?
2. Does the allocation ratio provide sufficient incentive revenue for departmental growth and faculty development?
3. Are there emerging University-wide needs that require a larger percentage of the allocation ratio?

* The 20% of the tuition revenue allocated to Ecampus for inventory development will terminate four years following the implementation of the ERAM. At that time, this 20% of tuition revenue will be allocated for distribution to OSU central services.

** This distribution ratio is designed to “float” with the ratios produced by the BAM.

***The distance education fee provides for the infrastructure and operating support of Ecampus. The distance education fee replaces the fees that on-campus, resident students pay for items such as student health services, athletic fees, residence building fees, etc.

Distribution Schedule for “Central Services”

Although the final distribution of the “central services” portion of the RAM revenues realized under the ERAM are the decision of the Administration and Finance, it is proposed that this portion of the revenue be allocated among those units directly impacted by providing support services for the OSU non-residential student body. It is proposed that the allocation be distributed on the following schedule, based on the level of participation by the units involved as follows:

15% - Finance and Administration (central services)

35% - Information Services

20% - University Library*

30% - Student Services (Admissions, Registrar)

As the 20% of tuition revenue becomes available for distribution, additional revenues should also be available for support of the above units.

*The University Library is currently classified as an academic unit and is allocated a portion of the RAM revenue generated by Ecampus courses in the BAM calculations and distribution.

MEMORANDUM OF UNDERSTANDING

Between

College of XXX

And

OSU Extended Campus

For the Development and Delivery of OSU Courses, Programs, Degrees, and Certificates offered through OSU Extended Campus

The purpose of this memorandum is to establish and document a partnership/business relationship that serves as an operating agreement between OSU Extended Campus and the OSU College of XXX. The agreement specifies Ecampus services and responsibilities, College/Department responsibilities, and revenue distribution agreements associated with the design, development, marketing, implementation, instruction, administration, and financial management required for courses, programs, degrees, certificates, and other learning opportunities offered by the OSU College of XXX through OSU Extended Campus.

In order to provide maximum access for Oregon students to the academic programs of OSU, Ecampus has concentrated its resources on the development of a web-based student support infrastructure and a targeted inventory of web-based or *hybrid degree, certificate, and professional development programs. To help meet this goal, the OSU College of XXX has agreed to work in partnership with the Extended Campus to design, develop, and deliver courses that make up in part, or total, the following degree(s) and/or program(s) offered through OSU Extended Campus:

Existing Programs

- Bachelors of Arts (BA) in XXX
- Bachelors of Science (BS) in XXX

Proposed New Program Development

- Master of Arts in XXX
- Minor and/or Certificate in XXX
- Graduate Certificate in XXX

*Programs that are more than 50% web-based but have a “face-to-face” component that enables students and faculty to meet in time-shortened, intensive sessions either on an OSU campus or at selected sites that are geographically supportive of student-faculty engagement.

I. RESPONSIBILITIES OF PARTNERS

OSU Extended Campus

It is the general responsibility of OSU Extended Campus to provide overall service and support for the design, development, and delivery of the programs. OSU Extended Campus “base” services provided through this agreement include:

- *Faculty/Departmental Services* (schedule classes and workshops in Banner; adjust parameters in Banner - instructors, TAs, enrollment size; maintain instructor pool; verify intended course offering with department each term; facilitate logistics for ordering textbooks, course packets and videos; assist instructors to access online course information, web grading, class lists;

implement online course evaluation; assist with grade changes; post syllabi for viewing by prospective students; arrange logistics for on-site and off-site offerings; explore opportunities to provide additional instructor support and online services).

- *Student Services* (provide program information to prospective students; assist students through the admission and transfer process; help in transition from community colleges; work with OSU Enrollment Management to extend available online services; transition students to their department advisors; provide 800#, email, and online student support; facilitate proctored tests; act as liaison between student and instructor; facilitate access to campus-based services, online technical support, tutorials, and online services).
- *Course Development* (instructional design support and course development, project management, web/Blackboard course development, Blackboard/Portal support, faculty tutorials, accessibility design support, copyright support and coordination, video development)
- *Faculty Training* (Blackboard training, multimedia and hypermedia training, training in pedagogy for online courses, training for television and video production)
- *Marketing* (research and analysis for potential new programs)
- *Marketing Planning/Advertising* (targeted marketing plans for degrees and programs which may include: development of print and online advertising, publications, and catalogs, and inclusion in Ecampus broad media campaign)
- *Business Services* (assistance with registration and credit card processing, program budgeting, financial projections and reports, assist with instructor hiring and payroll processing, assist with personal service contracts and other contracting processes)
- *Professional Education Services* (tailor-made non-credit programs, workshops and short courses, customized certificate programs, program administration and logistics, certificates and CEUs/PDUs. Through the Alumni College, OSU Extended Campus and the OSU Alumni Association work collaboratively to offer professional educational and certification programs for alumni, friends, and the general public)
- *Hybrid and Site-Based Course Logistics* (planning, development, scheduling, and logistics for hybrid or site-based courses)
- *Instructional Resource Management Option:* The College/Department may elect the option for Ecampus to manage instructor contracts, salaries, and OPE for instructors teaching College/Department courses offered through Ecampus. The standard arrangement for this service and expenses are provided through the Ecampus Business Affairs unit. The Ecampus Business Affairs unit can manage all instructor contracts and expenses for the College and/or Department. Under this agreement for service, the College and/or Department instructors' salaries and OPE (i.e., expenses) will be calculated at the end of each term, and deducted from the 80% College/Department tuition revenue share. Following the payment for instructors, Ecampus will transfer the remaining revenue from the College/Department tuition revenue share to the College and/or Department as budget at the end of each academic term.
- *Business Plan Development Option:* Ecampus Business Affairs will work with the College/Department, as requested, to develop business models for allocation of faculty resources that maximize net revenue while ensuring the academic integrity of the courses and a quality instructional experience for the student.

The OSU College of XXX

It is the general responsibility of the College and its Departments to extend the academic programs of the campus, on a selected basis, to the growing non-resident student body of Oregon State University

and to ensure academic integrity. It is the responsibility of the College/Department to oversee the academic integrity of all degree programs and all OSU credit courses that are included in this agreement. It is also the responsibility of the College/Department to oversee and validate the qualifications of all instructional personnel teaching the program courses. The College of XXX and Ecampus will cooperatively identify course content areas for distance delivery and course development.

The College and/or Departments will be responsible for:

- Curriculum oversight/approvals.
- Program leadership and management.
- Salary and OPE for course/program instructors, unless otherwise negotiated with Ecampus.
- Instructor approvals and evaluations.
- Program advising/advisors (i.e., provide student/program advising once students are admitted to degree programs).
- Collaborate with Ecampus to provide web links that provide distant students with access to on-campus College/Departmental services such as tutoring and career information.
- Working in conjunction with Ecampus to plan, conduct, and evaluate distance/online courses, programs, and instruction.
- Working collaboratively with Ecampus in providing student/constituent background, demographic, and professional data required for the development of targeted promotion and marketing of courses and programs.
- Costs related to the delivery of hybrid or site-based courses such as on-site support staff, facilities and/or AV equipment rental, video conferencing facilities, lodging, meals, special hard-copy materials, etc. will be recovered through additional course fees, direct charges to students, or other sources identified and authorized by the College/Department.

II. REVENUE AGREEMENT FOR CREDIT/DEGREE PROGRAMS

The Ecampus business model focuses on services and revenue distribution. The business model employs a revenue distribution formula intended to provide incentives for Schools, Colleges, and Academic Departments to participate with Ecampus in building and delivering an inventory of degree and certificate programs specifically designed to meet the academic needs of the growing non-residential student body of Oregon State University.

The revenue distribution formula, known as the Ecampus Revenue Allocation Model (ERAM) is based on two primary components, tuition and state funding generated by the state Resource Allocation Model (RAM). The RAM is based on the concept that dollars follow student credit hour production.

OSU has instituted a Budget Allocation Model (BAM) for distribution of RAM dollars. OSU and Ecampus have implemented the infrastructures necessary to track Ecampus student credit hours and translate that into budgeted dollars available to the College/Department.

Tuition, Fees, and Revenue Distribution

The intent of the Ecampus revenue allocation model (ERAM) is to provide incentives for College of XXX Academic Departments to participate in developing degree and certificate programs and minors to be included in the OSU Extended Campus program inventory. A second goal of the ERAM is to

2/9/2004

generate a source of external revenue that will support College/Department programs and provide an alternative for declining state revenues. To encourage the growth of this participation, tuition and RAM revenue generated by these programs will be transferred directly to department accounts established for this purpose. It is intended that this direct transfer of revenue to the participating department will be the practice for the initial 24 months of the agreement. At the end of that period, or as provided in Section IV, the dean of the college may elect to modify that distribution. As indicated in Section V of this agreement, the terms of the MOU will be reviewed annually to consider any modifications that may be desired by the Department or the dean of the college. As specified in Section IV, all such budget transfers will be reported to the dean at the time of the transfer.

Under the ERAM, the College of XXX Departments will receive 80% of the tuition revenue generated by each course through budget transfers at the end of each term. If the academic department elects to have Ecampus pay instructors who have been approved by the department, wage and payroll benefit expenses will be debited against the 80% departmental allocation of the tuition to arrive at a net budget transfer amount.

Graduate and undergraduate tuition rates for Ecampus, per student credit hour, are consistent with published tuition rates for a single three-credit course on the Corvallis campus.

Under the ERAM, revenue generated by the RAM will be distributed to partner College of XXX Departments based on BAM formula weighted values and percentages and the prior year SCH/FTE production of College of XXX Department programs offered as part of the Ecampus program inventory. These state funds will be distributed to the Departments as budget at the beginning of the academic year (i.e. Fall Term).

All surcharges added to the tuition by the OSU Office of Finance and Administration for courses offered through Ecampus, will be passed directly to students taking those courses in accordance with the schedules and policies of Oregon State University.

The Departmentst may elect to add course-specific fees or other charges in addition to the established Ecampus Distance Education fee and the TRF Information Technology fee. Ecampus will collect such fees on behalf of the Departments and disburse them in total as an identified part of the tuition revenue transfer.

III. PAYMENT AND REPORTS

OSU Extended Campus will make tuition revenue payments, less all calculated and reported expenses, to College of XXX Departments at the end of each academic term (Fall, Winter, Spring) and at the end of the summer term in the amounts then due from revenue.

RAM will be distributed based on the BAM formulas set and approved by the OSU Office of Finance and Administration to the Departments as budget at the beginning of the fiscal year (i.e., Fall).

IV. RECORD KEEPING

OSU Extended Campus shall keep complete and accurate records and books of account containing all information necessary for the computation and verifications of the amounts to be paid as specified in this agreement. Said records and books shall be kept for a period of three (3) years following the end

of the accounting period to which the information pertains. OSU Extended Campus agrees to provide financial reports to the College of XXX on all pertinent program activities running through OSU Extended Campus.

V. TERMS OF THE AGREEMENT

The terms of this partnership and activities have been mutually discussed and agreed upon by both parties. This Memorandum of Understanding is in effect until either party terminates the agreement by written notification signed by the appropriate official of the party initiating the notice. However, the other party must receive such notification at least six months prior to the effective date of termination. Both parties shall mutually agree upon extensions and modifications of this MOU.

If one of the parties determines that delivery of a program is to be terminated, accommodation must be provided for students admitted to the program and actively engaged in pursuing completion of a degree, minor, or certificate. Such accommodation must be consistent with that provided for resident students in similar circumstances.

This document is considered a continuing agreement. The document will be reviewed annually, at the close of the fiscal year, and modified as required to reflect changes in program inventory or responsibilities of the partners. Any other amendments, waivers, or agreements effecting the terms of this Memorandum of Understanding must be agreed to by both parties and specified as a written addendum to the MOU. It is understood that any such amendments, waivers, or agreements shall be effective only in the specific instance and for the specified purpose given.

The OSU Extended Campus and the College of XXX will designate an individual to oversee this cooperative agreement/partnership and all endeavors that may derive from it. For this purpose, the OSU Extended Campus designates Carol Babcock, Business Manager, and the College of XXX designates _____. The parties to this understanding, by signature of their authorized representatives, agree to the terms and conditions of this MOU.

XXX, Dean
College of XXX

Bill McCaughan, Dean
OSU Extended Campus

Date

Date

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Distance Education Committee

2004-2005 Annual Report

Faculty Senate Distance Education Committee

April 17, 2006

DRAFT POLICY ON PROMOTION AND TENURE ISSUES

1. Courses offered at a distance and courses offered face-to-face both contribute to the educational mission of the University and are given equal weight in promotion and tenure decisions.
2. When a faculty member teaches a distance education course, this assignment will be part of the job description, unless the employee and the department jointly consent to another arrangement (such as so-called overloads).
3. Development and delivery of successful distance-education courses requires special skills that will be credited in the promotion and tenure promotion process.
4. Development and delivery of face-to-face and distance versions of the same course is a substantial increase in workload over the development and delivery of a single version. The extra work involved in such dual-delivery courses will be reflected in the employee's job description.
5. When the development of a distance education course results in materials that serve as a *de facto* textbook¹, these materials will be counted and evaluated during the promotion and tenure process as a form of "scholarship and creative activity," much as a paper textbook is considered.

¹ Extended Campus and the Distance Education Committee are working toward procedures for peer-review of online textbooks.

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Distance Education Committee

2004-2005 Annual Report

Faculty Senate Distance Education Committee April 17, 2006

DRAFT Policy on Distance Education Course Assessment and Review

1. Individual distance courses will be reviewed on a regular, 3-5 year cycle either as part of an instructor's on-campus teaching peer review or as a separate review process.
2. Individual departments are responsible for distance course and instructor review.
3. The review process will include peer assessments of instruction, course materials and course delivery technology.
4. On-line student evaluations of teaching and survey techniques will be developed that result in response rates no lower than rates from in-class evaluation tools. Instructors will utilize these on-line evaluation tools or other means to maximize response rates.

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