

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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