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