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)