

EXTENDED EDUCATION AT EVERGREEN
QUESTIONS & COMMENTS FROM 4/7/04 FACULTY MEETING

CURRICULUM & CREDIT

1. Would EE "pick pocket" summer school and displace students from space available in summer school? (P. Sparks)

This same question has been raised with respect to Evening/Weekend Studies.

Since most summer school and EWS students are seeking credit to apply to a degree and since most EE offerings will *not* award academic credit there should be little tendency for EE to undermine either summer school or EWS offerings. EE is not intended to serve matriculated Evergreen students. To the extent that some summer and EWS students are more interested in personal enrichment than academic credit, there may be a tendency for EE to draw enrollment away. We expect this to be minimal.

One advantage of having EE administered within the Academic Division by an academic dean is that the various offerings of the full time, Evening/Weekend, summer school and Extended Education programs can be coordinated to eliminate conflicts.

If the concern here is about undermining faculty salaries in summer or teaching opportunities for part time faculty, it is well to keep in mind that EE will create income producing opportunities for full and part time faculty.

2. Would EE be awarding "mickey mouse" credit? (P. Sparks)

No. Credit is credit, plain and simple. All programs that offer credit will go through an approval process much like those offered in our full-time, evening & weekend, and summer programs. The academic rigor and quality of programming for credit courses will stay consistent with all other college credit offerings.

We expect that most EE offerings will not carry academic credit. The non-credit offerings will also go through an approval process, however the process will be different from the credit offering approval process.

3. How will offerings be assessed? Especially those being taught by instructors other than our own faculty? (S. Fiksdal)

We have not worked out details of assessment/evaluation. We assume that for credit-bearing courses evaluations of instructors will be similar to that for EWS and Summer School faculty.

For non-credit offerings, we would design an evaluation form to be completed by participants.

4. Will EE consider team-taught programs? (S. Ryan)

Extended education is open to any type of program design.

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FACILITIES & SPACE

5. Would the EE budget keep facilities in repair and supplement materials that are used (especially in media/arts areas)? (P. Sparks)

Extended Education is expected to cover all costs, including the costs associated with teaching spaces. Funds would come back to the college through overheads charged to EE offerings, and these funds could be used in a variety of ways including maintaining teaching spaces. In some instances we might want to include a facilities fee in the budget for an offering that makes intensive use of a lab or studio. Those funds would go directly back into the affected area.

6. How would facility use be managed? priority? (?)

It is important to keep in mind that some EE offerings will be off campus and will present no conflict with campus uses.

We assume that space for EE would be managed according to the same policies that apply now. Credit-bearing courses/programs would have priority over all other space uses. Non-credit EE offerings would not compete for space with full-time or EWS offerings.

A major concern is if there will be sufficient space on campus for an on-going and growing EE program. The remodel of the library building complicates the space situation further for the next several years. At present, it appears that space is available during evening and weekend hours for some EE programming. We hope to do more analysis over the summer to look at space availability. It makes no sense to start an EE program if we don't have sufficient space.

Another concern is with specialized facilities – computing and media labs, art studios. Our impression is that these spaces are presently used at or near capacity and are not available for EE. We would want to schedule these spaces, when available, but would not displace regular class scheduling.

BUDGET & REVENUE

7. Where does the final revenue go? To Academics? (E. Thuessen)

There has been no final decision about the distribution of EE revenues. We have suggested that registration fees be passed directly through to Registration and Records and Student Accounts to cover their expenses. We anticipate that charges for indirect costs will be divided among the operating divisions. And we have proposed that net revenues, beyond all direct and indirect costs, stay within the academic division.

8. If EE is in the "red" in the first few years please be clear where those funds are being taken from and what we would be sacrificing in supporting this program. (Francis Rains)

Operating funds for the first few years of EE would come from academic reserves. It is impossible to identify exactly what will be sacrificed, other than to say that reserves are used to offset a variety of one-time costs. In the past reserves have gone to such things as equipment and temporary staff or faculty hires.

9. Does the \$2300 in the table refer to full cost? (R. Knapp)

We hope so, but there is no way to be absolutely sure. The amount that Rob refers to was an allowance for indirect costs in an example from the EE presentation. That figure comes from applying

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the federally audited overhead rate that we use for grants. Conceptually, the overheads for grants and overheads for EE are similar. We felt, and the business office agreed, that this is a useful starting point. We might change the approach – up or down – as we gain experience. While other institutions do their EE accounting differently, the indirect cost allowances we have been working with seem consistent with other programs.

FACULTY COMPENSATION

10. How will instructors be paid? Will it be equitable? (S. Ryan)

11. Will EE consider an incentive in the pay for instructors? (Judy Cushing)

We don't have a complete answer to these questions, but we have some thoughts and will be interested in faculty response.

Typically, EE programs negotiate pay with instructors of **non-credit programs** based on what the market will bear. We might want to use our faculty pay scale as a guideline, a one day workshop might suggest pay at 20% of the pay for a four credit course (8 hours of contact vs. 40 hours of contact). The experience at other institutions is that people often offer to do courses or workshops at low or no pay as a public service. Fees are then set correspondingly low to make the programs attractive to community participants. Would we want to rule out such opportunities?

On the other hand, there might sometimes be an opportunity to offer a workshop by someone who can draw a large crowd at a relatively high participant fee. Would we be willing to pay at a higher rate for such a person, if the offering would provide a significant financial return to the college?

We assume that instructors teaching **EE programs for credit** will be compensated according to the appropriate faculty salary scale.

Judy's question about incentive pay is interesting. If we pay a flat amount in spite of enrollment levels, we would have to cancel more offerings than if we adjusted salaries downward for low enrollment. And we would not be providing incentives to instructors for taking more students. We could deal with these low and high enrollment situations by adjusting the pay levels to enrollment levels. Here is one example of how it might work:

Assume that, according to the faculty salary scale, an EE instructor should receive \$4000 for teaching a four-credit class. If we associate the \$4000 with full enrollment, say 20 students in this case, we might pay 75% (\$3000) for 10 students and 125% (\$5000) for 30 students. We would pro-rate the pay for other enrollment levels. Applying this same approach to a noncredit workshop, if full pay is \$800 (20 participants) we might offer \$600 for enrollment of 10 and \$1000 for 30.

In these examples, pay at the low enrollment level of 10 students is more than proportional to the enrollment (75% pay for 50% of full enrollment). At the higher enrollment level, the instructors are given incentives to add more students. **The pay amounts and enrollment levels in these examples are strictly illustrative.**

The incentive example is somewhat consistent with what we do for summer school, except that in summer pay is flat between 12 and 20 students. The incentives kick in above 20, and enrollments below 12 result in cancellation or the option to continue with the program at reduced pay. Thus the idea of varying pay with enrollment does have a precedent on campus.

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OTHER COLLEGE SERVICES

12. How will EE ensure that other areas of the college will not be affected (other service areas like the Writing Center)? (S. Yannone)

There will be clear policies written for Extended Education that all students/participants will understand when signing up for extended education offerings. These policies will make clear which campus services are and are not available to them.

For non-credit EE participants the situation will be much the same as with conference services. These EE participants will be on our campus for a very short period of time. All workshop/course expenses, including campus services (if needed), will be built in to the participant fee. Any other campus services will not be available to the participants.

For credit offerings the situation will be different. Some students taking EE offerings for credit might expect campus services that are available for matriculated students. Since we don't expect to have very many credit offerings, this may never develop into a problem. If it does become a problem we would have to find ways to address it – authentication procedures for computing and library services and checking ID cards, for example.

COMMENTS BY FACULTY:

13. I see this as an opportunity for FUN. Ideas offered: a reunion of a former program (alumni event), substantive professional development, try out a program idea, etc (Judy Cushing)

The EE Committee has spent time brainstorming program ideas and has received suggestions from lots of people. Many of these ideas do seem FUN, as Judy suggests. Here are some program suggestions, in addition to Judy's, that we might want to consider:

- Professional development for state and city employees and non-profit employees
- Open some of our summer faculty institutes to faculty at other institutions
- Non-credit study abroad programs with educational themes
- Learning vacations for adults or families
- Life-long learning programs aimed at retirees
- Pre-college summer programs for high school students
- Educational re-entry workshops for adults returning to college
- Community lecture series

TO GIVE SOME PERSPECTIVE - EXTENDED EDUCATION AT OTHER INSTITUTIONS:

Extended education is actually a naming convention that universities and colleges use to describe programming that is outside of their regular curriculum. The following is a list of a handful of programming that other institutions offer through their extension programs:

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| professional development workshops, courses, conferences | graduate degree programs |
| professional development certificate programs | off-site degree programs |
| study abroad programs | part-time study programs |
| certification training | summer school programs |
| distance learning | youth programs |
| correspondence learning | leisure education |
| non-credit courses offered to lifelong learners | lecture series |
| pre-college preparatory courses & testing | |