Adriene Lim:	Good morning. My name is Adriene Lim. I'm Dean of Libraries, and I'm also the chair of the search committee for the Associate Vice Provost for Online and Distance Education.
	This is a town hall meeting, and thank you all for coming here to hear our updates about not only the search, because that's one component, but overall the university has a new Online Education Initiative that some of you may have seen some information shared with the Board of Trustees. This was back in December of last year.
	Since that time, we have been working, those of us on the search committee, with Johnson Hall, the Academic Affairs department, to try to get our search going for the Associate Vice Provost (AVP). Most of this session will relate to that search, giving you the update, and then also gathering input from you. But some of it will relate to sharing information about the online initiative.
	Our goals will be to share information about that initiative and our search process, but again, we want to get input from you about the desired characteristics and qualities of the new AVP. Then what would be that new person's biggest challenges, issues, and opportunities that they would face here. We'd love to hear your prospectus about that.
	Our agenda will be to spend some time, and we're grateful to have the Executive Vice Provost, Scott Pratt here, to share with us UO's Online Education Initiative. We'll take about 10 minutes to do that. I will give you just a brief update regarding the search process, and then we'll move right into hearing from you, and a discussion about the things that I just mentioned: What are the characteristics, qualities? What are the challenges that person would be facing? So most of the session, hopefully, will be that dialogue.
	And Scott. Scott Pratt.
Scott Pratt:	Thank you. Thank you all for being here. This is terrific. As Adriene said, I'm Scott Pratt. I'm Executive Vice Provost for Academic Affairs and a professor in the Philosophy Department. I've been tasked with taking a look at online education, and then coming up with a way forward.
	Part of that is already, you already know, is to hire someone who can actually be the person who knows about online education, and be our way forward. But in advance of that, we had to do some thinking about how we want to go. I wanted to read you in on where we are at with that thinking. This is mainly a report that we gave to the university Board of Trustees last fall, with a couple of shortenings, so that we have more time to talk about the search itself.
	As most of you know, the current state of online education is nationally pretty robust. As you can see, one in four students take something online, and one in seven college students learn exclusively online. This is data as of a year ago; it

probably has changed some since then. As someone who teaches undergraduates, it's pretty clear that students come to campus with some experience, sometimes lots of experience, with online ways of learning, and look for online options as well. Partly as ways of responding to their schedules. Partly because they are convinced they learn better. And sometimes because they have certain quality ideas about online education, some good, some bad.

The fact is, this is sort of the wider environment where our undergraduate students are coming from. At the U of O, I was surprised when I looked into this initially, we have over the last three years or so kind of dramatically changed the amount of online education our students participate in. In 2016-17, we offered about 220 online classes at the U of O, and had more than 18,000 registrations. Now, these are not all different students. We're estimating that something on the order of 9,000 of our 24,000 students took courses in 2016-17 from us online.

Right now, the online courses, and so forth, are out there. It's difficult to track them, because there's not a centralized resource that looks at them. Of course, it's interesting, the University Senate last year or the year before ... It was two years ago, I think, they passed the undergraduate requirements for online courses, with the expectation that courses would be vetted by the university Committee on Courses, and I don't know that more than a handful of courses have actually been vetted so far.

We're offering a lot of courses. We're not yet in the place of doing quality control, faculty oversight, and so forth. That's both good in the sense that there's obviously a lot of interest in online education, but not so good in the sense that we're not yet paying enough attention at the quality, and range of offerings, and so forth, side of things.

Second, we also know that many UO students are taking online courses from other colleges while they are students here. We looked at the number of credits that were transferred by students who are already students here to the University of Oregon, and in 2016-17, 18,000 credits were transferred in. Now, these are not students who are entering. These are students who were here, and then took courses elsewhere and transferred them.

Now, we don't know what percentage of those are online courses. We suspect at least some of them are. It may be a majority of them, for all of that. The lion's share of them are community college courses, and the lion's share of them are taken during summer term. There are a lot of our students who go home for the summer, take courses, transfer the credits back, right? We don't know, as I say, how many of those are on the ground or online, but it raises the question: are we serving our undergraduate students as well as we ought to? Are we giving them the opportunity to do the kind of learning they need to do through the U of O, or are we sending them elsewhere?

Finally, UO students face course access obstacles pretty regularly. We know this, probably anecdotally; we don't have a study that says what courses block which courses. But it's pretty clear that students ... in the case of international students, for example, they're required in some cases to take prep classes for Writing 121, but scheduling makes it very difficult for them to actually get it before they take 121. One of the proposals that CAS has made, and we're now working on, is to actually put those courses online as well, so an international student coming in can actually get an opportunity to study academic writing in advance of taking the course they are supposed to have it before. By putting things online, we give students more latitude for schedule, and so on. So a problem our students have faced, and we suspect is maybe behind some of the online courses already, is that they have trouble getting access to the things they need.

Larger scope stuff ... We have a very decentralized approach to online education, and it's led to a lot of non-standardized approaches, potentially some inefficiencies, because it's sort of ... Multiple license being purchased when we don't need multiple ones. We just need one. And so on. But at the same time, this means that we've developed a lot of local expertise, but it's not very well coordinated. We have people in each school and college who know something about online education. We're not strictly sure we know who all those folks are, and we certainly know that they're not meeting together and planning together.

Investments in technology, software, and staffing to support online education has been very limited. I think most anyone who's done any online education here knows this. Very basic things like closed captioning, which we need to do for accessibility purposes for any video content in online classes is cumbersomely done, or not done at all. These are things that we need to actually invest in, and make sure that we have the proper software, training, and staff to make sure that we're in compliance with federal accessibility laws, and so forth. But also just to make sure that the students' learning experience is what they need to have. We've been slow to do those sorts of investments.

At the same time, the President and the Provost are very committed to developing an online strategy, and investing in it, and have set aside a pot of non-recurring funds to make this possible. Now, it's unfortunately not a huge amount of money, but there are resources dedicated to providing support for online education. We've already dedicated a portion, not a large portion, but an initial portion, to the Library so that they can hire an additional course designer, who will be available to work with faculty to help bring their courses online. But these are the sorts of investments we need to make, and the President and Provost are interested in doing it. So we have a start.

Of course, now, the Provost's office is leading an effort to develop a coordinated academic and administrative vision for online education. Rather than having let a thousand flowers bloom, sometimes at high expense and not necessarily at

the level of quality, in every case, that we'd like to see, we'd like to begin to coordinate these efforts.

CAS actually helped us begin that process this year. They did a call for designing new courses, helping new courses to come online. They coordinated with our office, and we targeted things based on the goals I'm just going to talk about in a second. It's a start. LCB is also doing some work bringing courses online. Less coordinated centrally at this point, but we hope to get everyone on the same page going forward. A key part of that, of course, is going to be this AVP position.

I want to talk just for a second about the three goals that we've set out. They're sort of temporal goals, as well. The first one is our primary goal for online education. That is to enhance undergraduate student success at the University of Oregon. A lot of universities come online with the idea that they're going to teach the world, or they're going to become internationally renowned for their online education. Many of them have lots of degree programs they want to bring online all at once.

The day for that has probably changed, unless you do something like Indiana University did and just buy a company. Universities like ASU and OSU have substantial online programs, but they started a long time ago and invested a lot of money up front. We're now coming to the table a bit late, and we think the very smartest way for us to start is actually to focus on our own students, our undergraduate students ... the people we just talked about a minute ago, to make sure that they have every opportunity to be successful. To graduate in four years, to get the courses that they need, to not lose a step along the way.

So our primary goal for the short-term with online education is to do things like redesign bottleneck courses, establish something we're calling withdraw/redirect courses, establish new e-resources to support additional and better advising, tutoring, and course access, and so on. The hope is that by paying attention to our own students, we are able to bring things online that really are going to matter to them. There's another dimension to this, which she'll be talking about in a minute, and it has to do with pedagogical strategies for classes, as well, that will allow us to strengthen our overall capacity.

The second goal is sort of the next thing down the road, and the summary of it, basically, is to identify a handful of primarily master's degree programs that play to our strengths, and play to needs of particularly the regional market. Obvious sorts of things here are things like cybersecurity. There aren't cybersecurity programs in the state. There's a high need for cybersecurity trained people. We have experts here. We have a Cybersecurity Institute. That content is something that folks in the field think can be translated into an online degree, or a hybrid degree. So that's a program we might, in fact, be able to bring online at the master's level.

This has a couple of advantages. It allows us to target our efforts, and target our investment. It also allows us, because master's degrees are funded differently than other parts of the university, it allows us to bring in resources that can then assist in the funding of the online effort as a whole. It's a way of bringing resources back into the university to help offset the quickly depleting non-recurring funds that we need to fund online education.

The third goal, which is ongoing ... It starts sort of immediately, but it's really meant to be fulfilled later on, is the ability to develop UO's online capacity. Things like additional video production facilities. More staff to help faculty bring courses online. Up-to-date software to support the kinds of pedagogy they use. The ability to offer more flipped classes, which actually seems to play into how students like to learn these days. Less time in the classroom, more time working with other kinds of resources.

It also corresponds nicely with our need for space, which all of you probably know is always tight. The way we schedule classes now, when you schedule a Monday-Wednesday-Friday class, you take a block for the whole week, right? But if we can restructure things so that we have reduced time in the classroom, then we can open up slots during the week. Allow more classes to use the same physical space, and still accomplish the same kind of education, but do it in a way that responds probably better to students' learning modes in the contemporary world.

Then finally, part of that last thing is actually to bring some undergraduate degrees online. We don't currently have any undergraduate degrees. We're just phasing out the only graduate degree we have online. So we hope to be able to actually have opportunities for students to particularly complete degrees online. If they leave, if they go off to find a job, or have to relocate for other reasons, right now there's no way for them to complete. But if we can add some online degrees, there are ways to do that.

The vision, then, in the end, is to provide these three fairly limited, fairly focused goals, and support those with the kinds of resources we have, with the primary goal of helping our current students, or the students who are present at the university, be successful. I won't spend much time talking about this. Our goal in structuring online education is to have a kind of centralized online leadership group that involves the U of O Libraries, involves Undergraduate Studies, involves Information Services, and this new position, Vice Provost for Online Education. They will then be able to coordinate the existing resources, and then new resources that are out in the colleges and other units.

The plan overview, I won't take you through the details. But basically, it involves starting with getting a person who knows what they're doing on this front, and has the bandwidth to actually work with all of these decentralized efforts. Once we've got that, we need to work on developing a financial model that will provide us a staged way to bring things online. We need to coordinate with

groups like the University Senate, and so forth, so that there's an opportunity for faculty to begin to implement their already approved processes of quality control, and so forth.

There is an issue of revenue, and one of the things that we want to discuss going forward is the possibility of a course fee that goes with online courses. We don't currently do that, but they clearly call on different, expensive resources. It doesn't even have to be much, based on our early calculations, but we expect that we need to think about a course fee situation. Then, of course, the master's degree-level stuff will have to be parsed in a different way than it currently is, but in a way that, I think, the colleges will be okay. Because we're looking, actually, at new students when we add master's degree programs. So they'll be bringing in revenue that can actually help support things like video production facilities.

We're trying very hard to stay away, in this plan, from fee-based models of things like video production. We think that things like video production should be available to faculty who need it without an additional charge, which means, again, that we need to pay attention to revenue issues, to make sure we can support those facilities, and software, and so on.

The plan is really a four-year plan, a sort of staged bringing on of redesigned courses, master's degree programs, and then the idea in the long run, to look at how we can bring on undergraduate programs, and so forth. So that, in the end, we'll have a robust, but very focused, online program. The goal is, as I said before, to find someone who can come into this role, and can begin to wrangle the diverse, decentralized efforts that we're already making, and help get people focused on an effort to actually realize these goals.

Adriene?

Adriene Lim: Thank you very much, Scott. Just to give you an update, where we are now, as Scott mentioned we need somebody at the Provost's office to try to help us get all of these things accomplished. A search committee was convened in March, and we did select a search firm to help us, Witt/Kieffer. That firm has been used by the university to great success in the past. That firm has also worked in this space, in the higher ed marketplace, and have had success in that realm, too.

We drafted our timeline, which I can share with you later, but basically, we're in the timeline right now of doing the recruitment. Building our pool of candidates. Our position announcement was posted, if you haven't seen it, you can go to the Provost's website. There is a page that lists that posting. We completed our leadership profile. The timing was such that we couldn't do a lot of forms like this to gather input at that stage, although the search firm met with quite a few groups on-campus to help us develop the profile. But even though it has been completed, your comments today will help guide us as we continue to talk to candidates.

This is one form out of perhaps others, but we'll see how this one goes, to gather your input. Our quote-unquote "airport interviews," so the semi-finalist stage, will occur in early July, and then we will have tentative on-campus dates in late July, so if you are interested in that, between July 20th and the end of July is when those will probably occur. We don't have the specific dates nailed down yet.

This, it's a little small, but if you can read it, that's our search committee. As you can see, members of the search committee come from many areas of the campus. I'll keep this up so that you can look at it. I won't read off everyone's name. We do have some search committee members here today. If you have questions, maybe they can help us field those.

A little bit of information about Witt/Kieffer ... Again, information about this search will be posted on the Provost's website. If you just do a Google search for "University of Oregon Provost AVP," it comes up in the early hits on Google. Right now, all we have is our leadership profile and position announcement posted, but eventually, when the on-site interviews are occurring, and/or any other meetings related to the search, they'll be posted here as well.

Our leadership profile, as I mentioned, is already developed. We based it on the vision that Scott just described. The timeline, the responsibilities that we thought that leader needed to carry out. I have some [inaudible 00:21:14]. I didn't want to kill a lot of trees, so I printed out a small batch, and I'm hoping that you can share them. Definitely go to the website later, and take a look. But in the meantime, what I can do is just really give a high-level overview. I won't read a lot to you to take up the time that way, but the role of the AVP will be "to provide program vision and leadership, to strengthen our infrastructure, to ensure quality, and communicate and market the programs." All of this, I would emphasize, are in collaboration with faculty, with deans, with academic schools and colleges, and working through our shared governance processes.

The qualities that we mentioned, again, not reading every single bullet item to you, but we thought that this person would need "expertise in and champion online teaching and learning," would have "great administrative, financial, and business development acumen," and then "personal qualities and interpersonal skills that would lead to outstanding relationships and partnerships." Be very strategic. Be able to collaborate with faculty and administrators heavily. I think that's all I'll do there, but if you want to read more, again, go to the Provost's website.

Here's just a little more information about the tentative dates for on-campus interviews. We're hoping that we narrow down our semi-finalists to three candidates, but we'll see how that goes. So please mark your calendars, July 20th through the 31st.

And now, after having heard some of these details, I wonder if you would like to participate in discussion, or if you have any questions. We'd be happy to try to answer some of them. But I have two questions for us, to try to structure this a little bit. What are your thoughts about the desired characteristics and qualities? What are those things that are most important in this new leader? And then what are the important issues, opportunities, and challenges that this person will be facing, in your perspective?

So there are two questions here, but if you would like to address either one, please do, or if you have any questions, comments. Okay, Dean, way in the back ... We do have a microphone, because we're recoding this, even if you have a very booming voice, let's stick to the microphone.

Dean: Yeah, have we identified any other schools that we would want to model our program after?

Adriene Lim: Well, what I can say to that is, we will be asking the new leader, the new AVP, to do a thorough market analysis, and look more closely at comparators. We have seen some that are very successful at this, and have already looked at those programs, but again, we're not ... The new person will be helping us build a business model and approach, so I can't say that we would think it would be a cookie-cutter, when we look at those other programs. But we've looked at Arizona State. We've looked at OSU's. I don't know if I'm missing any. Those are the things that come to mind. But Scott. Yeah ...

Scott Pratt: A couple of us went to a conference on this matter two summers ago, and talked with folks from a variety of regional and research universities. All of which, I have to say, had way more stuff than we do. Most of them had a menu of online degree programs both at the graduate and undergraduate level. I was not able to find anyone who's in our spot, right? Sort of booting things up.

What we tried to do in our conversations was look at what was out there, and then cherry-pick what we thought we could get to, given where we're at right now. I mean, obviously, if we get more resources, and things work out really well, we'll be in a different place in five to ten years, but right now, it's very hard to find a place, other than some very small colleges, who are sort of at the same place online that we are. So, yeah. It's hard to find a model.

Valentino V.: Hello, my name is Valentino Vasquez. I work with the College of Ed. I do currently teach an online class for American Sign Language, as well as an American Deaf Culture course. Thinking about the characteristics and qualities for the new AVP, I'm thinking we need someone who can lead collaboration, so that we can share with the different colleges what we've already got.

For example, with CMET, have them involve their staff, as well as the Accessible Education Center, and what services they already provide for students that have disabilities. And really work toward a goal of universal design, so that we can

meet students where they're at. Not just for the faculty, but the students as well, and their various learning styles. That's something that this new person really needs to have some skills with, this collaborative effort.

Adriene Lim: Thank you. By the way, my associate, Helen Chu, from CMET, is taking notes, so just so you know, we are capturing some of these comments. All of the comments. I did want to say that we are emphasizing quite heavily quality and collaboration. We will be looking for someone who can help us not only strengthen our infrastructure, but use what we have now that is excellent, that is working toward quality. And that includes some of the standards used in CMET. It includes improving our accessibility of our content and our systems. So these are comments we definitely take to heart.

Scott Pratt: It's worth mentioning, when we were exploring ways of doing this, the idea of just like investing in a Division of Online and Distance Learning and just booting it up is not, first of all, in our scope of things, but second, doesn't reflect very well that we already have people who are doing these things, and what we need to do is actually be able to coordinate them.

So I really appreciate the point, because I think it's key that this person is someone who's going to have to work as a collaborator, because our resources are all dispersed across the university. We have some really good resources out there, so whoever comes in is going to have to recognize that, and then know how to bring those folks together. So thank you.

Katie Conley: Hi, I'm Katie Conley, I'm also in the College of Education. I'm wondering about the research aspect. Maybe not right away, but how would we incorporate our research culture and really driving information about online learning? Because right now, the results are pretty mixed.

Scott Pratt: Yes. Right. As you can tell from our goals, there's not a lot of thinking yet about that level of work. It seems to me that's something that we're going to have to keep it in mind, but it'll take us a while to get the infrastructure to be able to do it.

I actually have to say that, in surveying what other places do, there are a few really interesting graduate programs ... research graduate programs, Ph.Ds and D.Eds out there that have really managed well in an online environment. But they have the advantage of a big, already existing infrastructure that makes the kinds of work that you do at that level available.

I really appreciate the point, and as the former Graduate Dean, I'm completely there. But it will take us a while to get there. I appreciate you bringing it up, but ... One step at a time, right?

KathleenFreeman: [inaudible 00:29:54].

Scott Pratt:	Someone ... there. Oh.
KathleenFreeman:	Kathleen Freeman, Computer Science. To address your discussion question, I have two thoughts. One is that I would appreciate if the new AVP had more than five years of experience. And the reason I say that, and I want to say 10, maybe, in one place, because what I'm interested in is somebody with experience not just booting up a program, but who can sustain it, because getting everything over onto online/hybrid is a big deal, but then, as we know, our classes change all the time. So keeping that going, and keeping everything current, is I think something that we don't hear that much about. It's kind of a big deal to start the program. I think it's an even bigger deal to continue it. Also, I brought up the word "hybrid." I think you brought it up once, Scott.
Scott Pratt:	I did.
KathleenFreeman:	Studies have shown, right, that hybrid is quite promising in ways that online has difficulties with. So somebody with experience in hybrid as well as online, I think is crucial.
Scott Pratt:	We actually had a task force two years ago. I think they produced their report like a year ago, that was on both online and hybrid. The general conclusion was consistent with those studies. That is, when we can do hybrid education, that actually is the most likely to be successful, and in a lot of ways, plays to our strengths. That is not to be missed. But we also know that we have this need to actually have some array of wholly online things, but they have to be the right things, and they have to have the right pedagogy, and so on. I just want to say, about sustaining, the goal here is to be in this for the long-run, right? Not just three or three-to-five. I think you're right. We need someone who can bring stuff up, but then also keep it going. Yeah.
Adriene Lim:	Just a brief comment about the years of experience. That's something that the search committee, we really thought about that one. We were thinking about ... it definitely required, seemingly, a senior-level type of experience and leader. Yet, we didn't want to put the boundary too high, that we wouldn't see some jewel that could be in the recruitment pool. While it's a minimum requirement of sorts, we hope to get someone that has quite a lot of experience. Thank you. Hi.
Kelly Yerian:	Hi. I'm Kelly Yerian from Linguistics. I understand the primary focus on a local audience or regional audience, but I'm also interested in, to the degree that international audiences can be brought into that, or integrated ... not as the main focus, perhaps, but just to design this and have someone who has experience with an international audience so that that's not excluded in some way.

Scott Pratt:	Yeah, I really appreciate that point. We actually have a couple of programs that are already doing things outside the region. LTS and AEI. Those are not ... I mean, we need to recognize those are part, and if we can find people who can actually fan those into greater reach, and so forth, that's a great thing to do. I think, when you're thinking "online," you can't just think regional and local. On the other hand, where our reputation and so forth will enable us most, initially, is of course Oregon and the region, and so on. It's, again, a step-wise thing. I think the fact that we already have a couple of programs that have international reach is actually really good, and helps lead us in that direction.
Speaker 8:	Not a question, but more like comments to Professor Lim and to Professor [inaudible 00:33:34] ... again, to echo what already kind of has been said, and contribute to the questions that you've placed ... I mean, I think that it would be probably wise to look for someone who is very trans-disciplinary in action and knowledge, that actually has IT knowledge. Kind of professorial, but also has some degree of editorial background, that can discern how to best select and curate the content for these quality offerings that you're seeking.
	From a production standpoint, going into the challenges and opportunities, I mean ... and I'm speaking from my experience here at the University, also representing the Office of International Affairs. There is a lot of interest from international students, for sure, to have online courses available to them. Even while they're overseas, or even before they arrive here. There is a survey that I'm happy to provide to you that puts this into good sampling and evidence.
	As for the logistics, I think that, again, to echo what someone already said, probably the biggest challenge that I see is how to maintain the content over time with limited resources. But from a video production standpoint, you should know that I think you have everything you have to get off the ground, I'm just not certain, depending on what quality you're seeking, how much more equipment you would need. But technically speaking, you have enough content management systems and video production equipment to start. The question, I think, would be is who's going to handle that, and whether or not you have to compete with 4K production or not? That was it. That's the comments.
Scott Pratt:	This is sort of your area.
Adriene Lim:	Well, I do think that going forward, as we expand our effort, that we do have some improvements in our systems that we could use. I could name one of them that we've talked about quite heavily: streaming media. Which streaming media is used much more in teaching, yet we really don't have a system in our infrastructure to handle that. Storage, captioning, improving accessibility all the way around. Services that could be used in our online programs, but yet how do you translate that from the physical to the virtual? These are all things that have to be developed more over time.

I agree with you that we have kept some good systems in place. Canvas, and other systems, but the way that we would have to scale up all of these, and then take advantage of new technologies that are just not there right now at the U of O. I think that what we're really hoping and planning for the AVP to do is help us develop a sustainable model that builds iteratively into a stronger infrastructure, so that was a big part of our profile. So I agree with you, we have a lot of the components in place to be successful, but now how do we scale that up?

Any other comments, about anything? Questions? Yes. Stand, if you wouldn't mind. Yes.

Lisa Clawson: Hi, I'm Lisa Clawson with the Department of Anthropology. I agree, we are having problems with streaming. We've been told we have to open up our own Vimeo account, or something, and pay for that out of our other department funds, because the university doesn't have a processing place for these types of issues. Blackboard, before, had a process, but now that we're on Canvas, it's limited. So we were struck with this when we switched over, and had to make some adjustments. So it would be nice to have that.

Another thing I wanted to add on, is you talked about course fees briefly, and if that course fee would be in addition to tuition? Or is it just a course fee for the online itself?

Scott Pratt: I mean, obviously, there's no decision, and it has to explored and go through the usual process, and so on, but the thinking is many place that have online courses also have an additional fee, just like you have an art fee, or a lab fee, or whatever. This would be to provide support for just those things we're talking about that are special to online classes, that actually can have an additional cost. Rather than trying to spread it out across the whole university, the idea is we would target, and keep it ... I think, right now, it looks like it could be pretty small. But we need to do things like have a subscription to a streaming service. And we need to upgrade our Canvas subscription, and all of that.

In fact, we've made a preliminary list of the things that are pretty much ... we have to count on doing right away, and that's part of what this non-recurring fund will allow us to boot up. But then, we're going to need to be able to sustain it, because you don't just spend one sum on streaming, right? It's a subscription, and we have to keep going with it. Those are all really good points, and it's part of the plan, and again, why we want to start in a very careful, focused way, because we can't do everything at once given our resources. Yeah.

Speaker 10: Is there any plan to have any other support staff for this person? Other hires?

Scott Pratt: Yeah, so there will definitely be one support staff person to work with the AVP. But because, remember, this is a coordinating position, so things like course designers are going to be in the Library. The technology side is going to be in the

IS division, and so forth. So this person is going to spend a lot of time actually working with the other units.

There are ... thinking about video production, for example, we have video production in the Library, as part of CMET, but there is now going to be a video production facility ... small ... in the School of Business. There's one in journalism. There may be others around campus, actually. One of the first things we need to do is a survey of where all of our resources are. Because people aren't sure what the full range are. But then the result it, we'll have a staff member to help the AVP, but then much of the day-to-day is going to be done in CMET. All right.

I think there was a question far back.

Speaker 11: Thank you. It wasn't so much a question, but I was just going to say that we do, I think, have some streaming services already online. If anyone knows about Microsoft Stream.

Scott Pratt: Mm-hmm (affirmative).

Speaker 11: There's been shifts, and I think that is available, and I've actually been uploading things to that. I don't know if everyone has access to it. I don't know if it's still in the works of what kind of subscription that'll be, and how it'll be in play-

Scott Pratt: Jessie, [inaudible 00:40:17].

Speaker 11: Good morning. I'm Jessie Minton, for those of you I haven't met, I'm the Chief Information Officer, and I do sit on the search committee, as well. Microsoft Stream is a fairly new offering, and it is part of our Office 365 subscription for campus. So it is absolutely available to everyone. There are some upgraded features that are available beyond the base stream service that do offer an additional charge, but it is also covered under our Business Associates Agreement, so it is part of our secure platform that is FERPA-compliant for campus. So it is absolutely a resource that's available for everyone, and it'll continue to be as we get more robust features rolled out in Office 365.

We are kind of midway. We just launched Skype for Business out across the rest of the campus, and my hope is that as we move forward, especially as we are rationalizing our IT resources, we're going to be able to provide more support in this area, by becoming more efficient. Especially through partnership with our new position.

Adriene Lim: Thank you, though, for mentioning that. I had no idea.

Scott Pratt: Yeah, this is one of our challenges.

Adriene Lim:	We have such a large and complex infrastructure that occasionally things like that happen, where we gain access. Now, I'm not quite sure how we would integrate that into our other efforts yet, but we'll talk about that. Any other questions?
Scott Pratt:	[inaudible 00:41:44].
Adriene Lim:	Oh. Yes.
Valentino V.:	Going back to issues. I noticed that a lot of faculty are really motivated to do online courses, and one opportunity that the new AVP might think about is what course offerings we can offer to faculty so that they can learn how to do online courses. Maybe have a certification process for them that shows that they've completed their training.
	Another thing is how to measure the quality of course content that's being offered, and doing a Quality Matters so that we can see what different resources are available at the university and college levels.
Adriene Lim:	I'm not sure if I should put you on the spot, but Helen, did you want to add anything to this, or ... stand up.
Helen Chu:	Professor Vasquez, would you please tell me a little bit more about what you're thinking in terms of the quality matrix for resources?
Valentino V.:	Oh, I apologize. That was an interpreter error. It's a Quality Matters. So that consortium, with the standard rubrics and everything, yeah.
Scott Pratt:	Right. We actually have some experience with that. I know that various people on campus have looked at it. It's actually gone through the ... It's been raised to the Curriculum Committee, but not yet approved. Or maybe it was the Senate. But we know about Quality Matters, and actually it seems to be the standard that universities that are concerned about such things adopt, and I think our intention is to work with that, or something like it, as a standard.
	It does raise the question of how we're going to routinely evaluate courses, because we already have 220 online, and course evaluations aren't instantaneous. So one of the jobs of the AVP will actually be to coordinate that process. How do we bring these courses in front of the UOCC, have them evaluated, and then have a routine of evaluation in the future? That's a very important issue.
	The training stuff ... I want to point out Lee Rumbarger. I don't know if you want to say anything, but you can at least wave. If there's a microphone ... Do you want to say something about where we're at? So the Teaching Engagement Program, which was part of TLC, is now part of the Provost's office, and with

	that move, comes a much larger portfolio, which includes things like supporting our Online Initiative. So, Lee, do you want to ...
Lee Rumbarger:	Well, many of the people in this room ... I'm just looking around and seeing that a lot of our collaborators on the U of O Summer Teaching Institute are here today. There's going to be a week-long event on quality teaching, but it has three topical pathways, including one dedicated to online teaching. That's going to be populated with folks who have come up through the CAS Online and LCB Online Initiatives. We're hoping that this is a model, where we'll always have this annual institute that deals with good practice across the board, but allows the institution to focus on key areas, like online teaching, and brings expertise together.
	Some of the initial activities for that group that Lesley Opp-Beckman is designing use Quality Matters frameworks. Faculty will be asked to enroll in, or have access to, some model classes that are online. One of the first activities is to start to use that framework as a way to assess what they're looking at. We're talking, too, about, "Well, what about U of O, if we come up with the criteria of teaching excellence framework for the institution, should we start to be looking at those things in online courses and face-to-face courses?"
Scott Pratt:	In addition to the stuff that we're already doing, the hope is that TEP will expand the availability of training and support for teachers, as well as CMET. One of the hopes is that as we develop further our course designer approach that we'll be able to provide faculty with more help than just consulting services, but to actually sit down with them and help them bring a course online. That requires more capacity than we currently have, but it's part of our desire to make sure that faculty will have the support they need to bring stuff online.
Adriene Lim:	Thank you for raising that issue. And, oh, and Stan ... where are you? Stan, if you could hand the mic to that person? Thank you. Yeah.
Lesley O-B.:	[inaudible 00:46:52].
Adriene Lim:	Thank you.
Lesley O-B.:	Hi, I'm Lesley Opp-Beckman. I'm a Fellow for Online Education in the College of Arts and Sciences, at the Dean's level, and I've been doing online education for 20 years at the American English Institute. I really like the focus around, on the search, and the University of Oregon's Initiative, on the teaching and learning aspects of this. My hope is that this title, this position, Associate Vice Provost for Online Education, will actually be transitional to a more, eventually, modality-neutral learning and teaching environment. I think it's important that we do focus on that modality ... hybrid or blended, or online, for now, but sort of building off of what Lee said, it's really all about an excellent learning experience

	for the students, and supporting teaching in whatever modality that needs to happen in.
Adriene Lim:	Thank you, Lesley. Any other comments? Well, we do thank you all for being here today. Your comments are going to be recorded. I'll take them back to the search committee. We will definitely consider them as we meet with semi-finalists, finalists, and hopefully bring some good candidates for you to meet in late July. Thank you very much, again, and ... Yes, Lesley, did you have one more thing to add? Or ...
Lesley O-B.:	[inaudible 00:48:28] ... The people who weren't able to attend today, how will they be able to access the recorded version?
Adriene Lim:	I don't know. If you could address that, Helen, or ...
Helen Chu:	[inaudible 00:48:38]-
Scott Pratt:	We can link it to the search webpage.
Adriene Lim:	We will link it to the search webpage. Thank you. Thank you for asking that.
	All right. Well, thank you again, and we'll keep you up-to-date by looking at the Provost's website, and/or calling other meetings as needed. But thank you.
Scott Pratt:	Thanks.