

SUMMARY FOR TEACHING AND LEARNING PORTFOLIO

DATE: November 1, 2016

TIME: 2:00 p.m. – 3:30 p.m.

LOCATION: Marriott Library, MLIB 5201

IN ATTENDANCE:

Jack Bender (ASUU)	Martha Bradley	Nancy Lombardo	Patrick Panos
Fernando Rubio	Wayne Samuelson	Catherine Soehner	Ryan Steele
Cory Stokes	Jon Thomas	Patrick Tripeny	

COMMITTEE SUPPORT: Paul Burrows, Emily Rushton

UNABLE TO ATTEND:

Rick Ash	Kirsten Butcher	Linda Ralston
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AGENDA ITEMS DISCUSSED:

- Heat map and plans
- Faculty learning at the University
- Review of this year’s learning spaces
- Go over the initial results of the survey

Heat map and plans

Jon Thomas reviewed the heat map showing which learning space allocations are most important to each portfolio member, and also covered the very top-level priorities and what’s being done to address each one. Thomas reiterated that the portfolio’s feedback is being implemented and used to address each priority on the list, and said he’d be providing updates as each item progresses. Additionally, there were two items regarding VDI that the portfolio agreed could be collapsed into one item.

Faculty learning at the University

Patrick Tripeny gave an update on what the Center for Teaching & Learning Excellence (CTLE) is doing in terms of technology in the classroom (both online and physical classrooms). 25% of CTLE’s budget pertains to faculty development around classroom technology, and CTLE hosts a number of workshops towards this goal. Tripeny said workshops, in collaboration with TLT, are the number one place they reach faculty (attendance is generally between 15 and 40 at any given workshop).

CTLE also hosts symposiums every year, including an annual teaching symposium with 300-400 people in attendance (a large majority of those are teaching assistance). One portfolio member asked how CTLE achieves such a high attendance rate, and Tripeny attributed this largely to personal contacts and word-of-mouth.

Other initiatives by CTLE include a summer boot camp for faculty looking to make major changes in a course, faculty development for online initiatives, funding development for online courses, and teaching a number of classes. CTLE also provides training for individual faculty on Canvas and online teaching, online observations, in-class online focus groups with students, and student course feedback.

Review of this year's learning spaces proposals

Paul Burrows covered this year's learning spaces proposals plan of action, along with critical dates. Last year the process was moved to start an entire month earlier, and this year it will again be moved another month earlier (at the request of IT professionals, to align better with their budget-planning timeframe).

Initial email notifications will be sent to deans, administrative assistants, and IT professionals associated with each college, and each will be asked to send back the lead applicant's name for their college. Two open houses will be held on January 18th and 19th, one for health sciences and one for main campus, to discuss the process and get feedback from potential applicants.

The portfolio discussed the proposed timeline, and agreed to use the last two weeks of March for deliberation. Burrows then covered what will be funded, might be funded, and will not be funded. There were no further questions from the portfolio.

A/V installation plan across campus

Brett Puzey (TLT) presented on standardizing A/V equipment in classrooms across campus. He said that making university-wide campus standards would create a more seamless student and teaching experience, regardless of the classroom, and that the maintenance and support of those rooms would become much more cost- and time-effective. Puzey talked about the four funding areas for project requests and refurbishment cycles, and explained how TLT is not always included on planning committees when new projects are being discussed. He pointed out that when new classrooms are built that do not follow the standards, they eventually end up costing more to be maintained and supported. Remote monitoring is also not an option if the room is not standardized. The most important part that should be standardized is the room control system, which needs a Crestron processor.

To address this problem, TLT will present a proposal to the various committees and leadership teams, proposing the creation of University-wide classroom standards for A/V equipment and installations. The next step would be to present to the University Cabinet. Their goal is to try to make the standard apply across campus, but at minimum make it a standard for general assignment classrooms.

The portfolio discussed funding and ways to potentially increase TLT's funding, how networking is handled in new buildings, and there was a suggestion made to first present the proposal to Ruth Watkins, Kathy Anderson, and Patti Ross. Thomas pointed out that they're still in the data gathering phase at this time, and haven't talked to any groups just yet. A suggestion was also made for TLT to raise its installation labor costs to help cover some of the other costs.

Initial results of the survey

Thomas presented the initial results of the student survey (discussed in several prior Teaching & Learning Portfolio meetings). There were 548 respondents at the time of this meeting. Thomas pointed out a few notable trends, including about a quarter of students answering that they never use computer labs (but another larger percentage who do use the labs are heavy users). A bulk of students indicated their personal device meets their needs, but another large majority said they would be negatively impacted if labs were not available. Thomas reiterated that freshmen were not included in the survey, but grad students were. A brief discussion of the findings followed, and there were no further questions.