

Transforming the Instructional Landscape (TIL) Advisory Committee

Monday November 29th from 2:00pm – 4:00pm

Room 255, Student Commons at 230 College St OR Microsoft Teams Meeting

Chair: Dwayne Benjamin, Vice-Provost, Strategic Enrolment Management

Meeting Attendees:

Attendees in Person

- Dwayne Benjamin, Alana Boland, David Goldreich, Olivier St. Cyr, Alison Gibbs, Steven Bailey, Julia Allworth

Attendees Virtual

- Ashley Stirling, Michelle French, Tom Coyle, Krissy Collins, Avi Hyman, Agnieszka Mroz

Regrets

- Ann Tourangeau, Don Boyes, Greg Evans, Jamie Kellar, James Slotta, Keith Adamson, Laura Miller, Patrick Hopewell

Recording of the Meeting:

If you would like to access a zoom recording of the meeting minutes:

- Click the link provided here:
<https://utoronto.zoom.us/rec/share/51jS1KNrFTuUbSadaoaxC3h1wObqhXhtXPOgXMDECs6C0B2bfbs6XE9nvG4fPxE.k3WZuKNiZPyQnNlK>
- A new tab in your browser will open
- Enter in the passcode: jDhd13^J0j

Introduction

- Introduce participants round the table
- History of moving of ACE/LSM to VP, Strategic Enrolment Management portfolio. As a way to better connect its academic mission and relationship to registrarial offices

Classroom Sandbox Space

- New student common space opened new opportunities
- What kind of space could this be? How does it connect to traditional classrooms?
- Features
 - Digital blackboard
 - Modular design -different desks heights, all furniture on wheels to be reconfigured as wanted
 - Traditional collaborative spaces (e.g. group tables) with added seating around these areas
 - Some extension cords on stilts (like a docking station) throughout classroom for added connectivity

- Studio spaces with green screens – key features: fidelity of equipment and support
 - May not be in the sandbox space – could be in a devoted area or in instructor’s office
 - How easy is it to book these spaces?
 - Open question – if we can prove we have high-demand, we could advertise this more widely.

Tech2U

- Pilot launched this fall. Will help us gauge what level of support instructors want (i.e. day to day or one-offs based on need)
 - Currently collecting data and feedback
 - Instructors have had positive feedback so far re: supporting dual delivery model, fostering innovations in teaching, supporting reassurance of support
 - Discussion
 - Support must be instantaneous – tech issues often happen without warning
 - Helpful to have techs come into classroom ahead of time
 - Dual delivery – would be helpful to have TA support on tech side (e.g. monitoring chat). Brings up the question of training and expectations
 - Question of tutorial spaces – may be in non-LSM room
 - Consistency across multi-section courses needs to be considered
- Network of personalized tech support created to help remove technical burden from instructors
- Move away from room-based to *needs-based* approach – i.e. move away from room as limiting factor to teaching
 - Support model: technical specialist focused on supporting teaching. Aided by student ambassadors (work study students)
 - Particularly helpful with hybrid learning
- Top requests: help with presentation software, adaptor issues, mic issues, image issues, sound quality, lecture recording, etc.
- Providing hands on, instant support to allow instructors to focus on teaching
- Currently collecting data, tweaking tech scheduling to line up with classroom needs, creating training materials
- Notification to go out this Friday to remind instructors about LSM portal (e.g. to schedule a room check, book classroom tour, looking for feedback)

Portable Tech Units

- Portable units with ergonomic table and monitor, MAC or PC operable
 - Intended for classrooms without full teaching stations
- **ACTION:** important to get this information out to instructors – program not well-known

TIL History and Vision

- Emerged out of discussions of classroom planning when new buildings are erected. Also, began as way to examine current inventory/human resources and inspire future visions of classroom use
- Need to think about consultative capacity across university. Impacts infrastructure and staffing resources.

- Discussion
 - Pedagogical questions should guide us
 - Available technical resources need to be widely advertised. Also, need to show examples of how they've been used by instructors – would be good to have a hub or website to pool these resources and examples
 - Visioning process
 - Simplifying IT and infrastructure design – basic technical support is key
 - For example, could give instructors a 3-point guide to what instructors could do in classroom
 - Don't want to overwhelm faculty with endless options - should simplify workloads not create endless possibilities
 - Casting a broader net for engagement while simplifying processes/approaches
 - Once these relationships are solidified, we can look to be more experimental
 - Training and support would follow
 - Student support (e.g. work study students) – what's the hiring process, can we create credentials for students
 - Many reported problems with hiring this year
 - TIL as incubator of testing new initiatives – need space and support for new ideas to grow
 - Partnering faculty – linking up those who are thinking of doing something with someone who is already doing something
 - Interdisciplinary, support community – tri-campus based
 - Engineering - previous pilot project at Myhal building (with new rooms with new technology) first leveraged staff with tech expertise and then expanded into regular instructor pool
 - Two models: if we build it, they will come VS. throw everyone into pond (and hope they'll swim)
 - We should engage the willing (i.e. tech savvy instructors)
 - Growing question about what are the expected tech skills required of instructors and what will be provided as tech support
 - Question of cost per booking with co-pilots. For cost recovery units this is an essential question since it has direct impact on overhead and course fees

Next Steps

- Expanding TIL to UTM & UTSC and building community of practice
 - Consensus that we should expand
 - But need to offer them reason to join – clarity of vision
- Our role should be taking complex questions and simplifying them for others (e.g. for instructors) – like previous plan A vs. plan B model (for return to campus 2021)