

June 1st 2021

SHOWCASING PEDAGOGICAL INNOVATION & TEACHING MATTERS COMMUNICATIONS

Our Vision: WE ARE GREAT WHEN ONGOING ATTENTION & ACTION IS DIRECTED TO CREATING & ENHANCING CARING, INCLUSIVE & OPEN LEARNING COMMUNITIES!

This document identifies and initiates a series of initiatives to promote pedagogical innovation in the years ahead. We are grateful for the opportunity to work among the dedicated and passionate members of the Provost's Task Force on Pedagogical Innovation and the members of Diverse Learning Environments aim to support these goals so that the University of Guelph can adapt to the fast-paced changes to our society and culture.

We believe pedagogical innovation can help us cater to learners across disciplines. To this end, our initiatives recognize, value, support, and celebrate learning across the continuum of multiple learning modalities and instructional approaches, including face-to-face, remote, distance, hybrid, flexible learning. The classroom of the future will simultaneously include multiple spaces, signature assessment, experiential learning, and various points of contact. In our renewed vision, we aim to apply pedagogical interventions to build a caring, inclusive, and open learning community.

Teaching and learning are shared responsibilities; pedagogical innovation promotes a diversity of ideas, innovation, & value-added risk-taking. Faculty morale is burnt-out; pedagogical innovation helps our communities foster greater respect for teaching, making it possible for faculty to share in the excitement of caring deeply about our work and our institutional affiliations.

Our working group's foray into pedagogical innovation helps clearly identify and overcome barriers; through inter- and trans-disciplinarity, faculty can collaborate in meaningful ways while assessing efficiencies and other opportunities. Pedagogical innovation is how we can rebuild and maintain our reputation; our suggested initiatives promote comprehensiveness of our university, while reconciling & repairing any damage to our reputation (resulting from social or inherent scandals).

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In sum, pedagogical innovations help us:

- i. reach a broader diversity of learners, across demographic and geographic limitation.
- ii. involve alumni in campus life.
- iii. resituate student supports –from accommodations to acceptance and compassion.
- iv. address 21st century relevance.
- v. generate sustainable means for ongoing and enhanced operations.
- vi. bolster faculty morale.
- vii. celebrate meaningful inter- and trans- disciplinary collaboration.
- viii. address reputation management.
- ix. promote comprehensiveness.
- x. drive success through enhanced, meaningful, and human communications.

Showcasing Pedagogical Innovation and Teaching Matters Communications

The following is a brief outline of RECOMMENDED SOLUTIONS that showcase pedagogical innovations and foster related internal communications. At the moment, we designate six ideas to work toward implementation:

1. Holistic Faculty Performance Reviews

We agree that our faculty find it challenging to prioritize pedagogical innovation, in part, a result of the current rationale for distributions of work effort. The standard model for DOE significantly privileges the value of research. For pedagogical innovation to occur, this standard model needs to reflect these pedagogical needs and value deep engagement in the art and practice of teaching.

See additional notes on [Workload Considerations: Working Toward Holistic Performance Assessment](#).

2. New Faculty Orientation

We suggest a cohort-based program of teaching development that runs as a series of workshops and discussions addressing the practicalities and realities of teaching at the University of Guelph including:

- preparing for teaching before, during, and after a semester
- constructive alignment in course and program design (learning outcomes, course learning activities, assessment)
- Academic integrity and intellectual property
- Education technology (training in classrooms before the first day)

Faculty should be provided with protected time in their first year to complete these Orientation activities. This time should be called “Teaching Development” rather than “Teaching Release” to shift away from the suggestion that teaching is a burden to be relieved of. Rather, teaching is a privilege that needs developing.

3. Establish Funded Teaching Chair Positions

Review Terms of AGREEMENT of any current TEACHING FELLOWS PROGRAM. Following URC, or Guelph's Teaching Chairs that are connected to OTL and OpenEd. UTC Faculty (with TEACHING accolades) are responsible for mentoring, new and existing faculty to help expand pedagogical innovations across campus.

There are already programs, like INSIGHT and EnLITE programs are incorporating, promoting, hosting, and leading facilitator mentor guide programming . . . This addresses workload challenges . . . UTC should receive DOE credit for their mentorship work in addition to general purpose funds to offset their shift of attention. \$ and Time

This point seeks to revise the Proposed a Community of UTCs at the UoG.

See additional notes on the [University of Guelph Teaching Fellows Advisory Council](#).

4. Teaching Matters

Invest in teaching communications to match research communication.

Our internal communication systems require additional attention. We are fragmented, disenfranchised, and mobilized for competition against each other. New mechanisms for sharing and for communicating the value of pedagogical innovation emerged from our values dialogue of a caring, inclusive, and open learning community.

PROMOTING internal and cross-college and cross-campus dialogues about the value of pedagogical innovations on campus. SHOWCASING and promoting promising practices. This material needs to match resources for communicating about research.

Require EXTERNAL communication to either ramp-up TEACHING MATTERS or a new INTERNAL communication group is needed to guide leadership and promote teaching and learning.

5. Resources

Research and produce a table that defines:

- i. a spectrum of learning environments

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- ii. examples of promising practices, and
- iii. physical and virtual spaces for mobilizing learning.

Provide an inventory of the diversity of students (actual and potential, e.g. commuting, international, part-time, parents, equity-seeking, Indigenous, full-time, student athletes) and describe the strengths and weaknesses of each learning environment outlined above.

Provide this research to the teaching and learning community at Guelph as a guide to inform decisions regarding learning environments in courses and programs.

See additional notes on [Diverse Learning Environments at the Library](#).

6. Cross-College Collaborations

Solidify *spoke and hub* model between OTL and college-based teaching and learning centres (e.g., CBS Office of Educational Scholarship and Practice).

Support each college without a COESP equivalent to establish one; create infrastructures that allow cross-college communications and collaboration. (e.g. The PSEER/COESP Reflections on Teaching seminar series, summer 2021).

Support discipline-specific education training in each College that builds on general education practices offered through the central OTL. Further create an ACADEMIC TECHNOLOGIES ADVISORY COUNCIL where faculty engagement with educational technologies is showcased

ADDITIONAL NOTES

Workload Considerations: Working Toward Holistic Performance Assessment

From the UGFA Collective Agreement

1. Currently, the Collective Agreement defines DOE in Section 18.11; note this agreement is effective until June 30th, 2021. It reads:

Distribution of Effort (DOE)

Form the Collective Agreement between The University of Guelph and The University of Guelph Faculty Association, effective July 1, 2017 to June 30, 2021.

18.11 A DOE for each Member shall be defined in his/her Letter of Appointment and as mutually negotiated in any subsequent agreements documented in the Member's Official File. The DOE defines the relative effort with respect to activities undertaken in fulfillment of his/her academic responsibilities in the areas of Teaching, Scholarship, and Service.

18.12 The DOE shall be the basis for the assignment of duties. The translation of DOE percentages into Teaching and Service assignments, while it may vary from Department to Department, must be clearly delineated for the Members of each Department. The DOE may only be modified through negotiation and agreement of the Dean and the Member.

18.13 Unless otherwise agreed to in writing by the Dean and the Faculty Member, the default DOE shall be forty percent (40%) teaching, forty percent (40%) Scholarship, and twenty percent (20%) Service.

Much has been written about innovations for higher education and a clear and easy response revalues faculty workloads in less metric yet equally measured ways. Post-secondary Institutions in Canada are increasingly dependent on enrollment to generate revenue. At the same time, a (post) COVID environment remains uncertain. Predictions of a volatile future obscure how higher education can respond to change; bear witness to withering funding systems, governance infrastructures, variable enrollments, internationalization efforts, and any number of other shifts in the higher-ed's future landscapes. As a result, the university is currently challenged by a need for realigning

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resources to meet changing learner expectations, enrollment patterns, and technological worlds. In 2018, as part of its Faculty Affairs Forum, David Attis directed the production of EAB's "The Instructional Capacity Playbook" [EAB.com, Washington DC], calling for and suggesting "new metrics for understanding instructional capacity." Our traditional responses to changing enrollment patterns rely on assumptions that must be updated for the 21st century. New metric analyses must enable greater agility to match capacity needs and emergent demands while balancing equitable resources.

To support any pedagogical innovation, faculty must be assessed in ways that avoid measuring "hours" or "% time." These are irrelevant factors. For productive conversations, faculty assessment requires holistic value-driven factors, like outputs and outcomes. The details for balancing faculty workloads in more equitable ways promotes differentiated instructional roles; total faculty contributions promote pedagogical innovation.

Amendments to the DOE

18.14 The DOE of a Faculty Member who is a Chair of a Department shall be adjusted at the time of the administrative appointment to recognize the adjusted proportion of Service.

18.15 A discussion regarding a change to a Faculty Member's percentage of effort in Teaching, Scholarship, and/or Service may be requested by one or more of the Faculty Member, the Chair, and his/her Dean. Every Faculty Member may request a meeting with his/her Chair to review his/her DOE. The meeting shall take place within fifteen (15) days of receipt of the request, or at a mutually agreed upon time.

18.16 Any arrangements that alter a Faculty Member's agreed upon DOE must be by mutual agreement, in accordance with the Faculty Member's career development within the context of Department operational requirements, and consistent with the provisions of this Agreement. It is understood that any such alternative arrangements shall only alter the allocation of responsibilities between Teaching, Scholarship, and Service and shall not alter the percentage workload of a Faculty Member. Requests for Reduced Workload are made in accordance with the provisions of Article 54: Reduced Workload Appointment.

18.17 Following the meeting in 18.15, the Chair shall provide the written request for amendment to the Dean. The Dean, in consultation with the Chair, will decide whether to approve the request for amendment to the Faculty Member's DOE. Within fifteen (15)

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days of receipt of the request, the Dean will notify the Faculty Member in writing of the decision and in the event of a negative decision will include reasons. Within ten (10) days of receipt of the decision from the Dean, a Faculty Member may appeal the decision of the Dean to the Provost. The Provost shall notify the Faculty Member and Dean in writing, with reasons, of his/her decision.

18.18 A change to a Member's DOE will only be made with the consent of the Member.

18.18.1 The provisions of 18.18 may be modified by Letter of Understanding #9 within this Collective Agreement.

Workload

18.19 In recommending/determining a Member's teaching workload, the Chair and Dean shall use a fair, equitable, and transparent method. A Faculty Member's teaching assignments may vary from year to year in recognition of the needs of the University and when possible to reflect the interest and teaching strengths of the Faculty Member. These variations will be taken into account by the Dean when approving teaching assignments. The Dean will ensure that the teaching assignments of Faculty Members are as fair and equitable as is reasonably possible, both within the academic unit and across the College.

18.19.1 The Chair shall circulate a memo to all Members in his/her Academic Unit that seeks input (within the Member's allocated teaching effort (DOE)) with respect to required/core courses and elective courses the Member would like to teach. Members cannot claim ownership of a particular course..

18.19.1.1 The Member shall provide the Chair with a signed completed teaching request form outlining courses the Member wishes to teach. The teaching request form shall include an area where the Member may comment on past requests and assignments.

18.19.1.2 Through consultations (e.g., circulation of draft teaching assignments) with Members of the Academic Unit (e.g., through the Curriculum Committee and/or Chair's Council), the Chair makes a recommendation to the Dean on teaching assignment.

18.19.1.3 The Chair shall note, where applicable, issues that the Dean needs to resolve.

18.19.1.4 A copy of the signed Teaching Request Form shall be placed in the official file.

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18.19.2 Each Department shall have a promulgated process for assigning teaching assistants (TAs) that is fair, equitable, and transparent. A Member's request for TA support may be made known to the Chair in response to the memo circulated as per 18.19.1 above.

18.19.3 Teaching workload norms in Departments/Schools shall be no more than those in effect as of the date of the Agreement. Where new academic units are created (including through amalgamation of existing unit(s)), the newly established teaching workload norms shall be established in the context of the operational requirements of the new unit. The norms shall come into effect only following a ratification in which $\frac{2}{3}$ of affected Members vote in favour.

18.20 The Dean, or designate, on the recommendation of the Chair, shall finalize the Member's assigned teaching, including E-Learning courses, in writing at eight (8) months in advance of the commencement of the assigned teaching. A copy of the finalized teaching schedule shall be provided to all Members in the Academic Unit by the Dean at least six (6) months in advance of the commencement of the assigned teaching. This schedule shall include, for each course, the instructor, estimated enrollment, teaching assistant support, and the current DOE of each Member. Any change in a Member's assigned teaching made less than eight (8) months in advance of the commencement of the assigned teaching shall take place only when a significant change in circumstances has occurred and in consultation with the Member. Appeals regarding TA support shall be submitted to the Dean.

18.21 The University recognizes that the development of an E-Learning course may be more complex than that of a classroom-based course. No Member shall be assigned the development of an E-Learning course without his/her consent. When the development of an E-Learning course is part of the assigned workload of a Member, a written statement of the equivalency will be provided in advance, and the credit given shall be at least equivalent to the credit value of the course.

18.21.1 In assigning the teaching of an E-Learning course, the Dean shall take into consideration the complexity and the potentially greater level of preparation required for an E-Learning course as well as the Member's overall teaching workload. The Dean will also take into consideration the amount of technical support required. In all instances, a written statement of the equivalency of the E-Learning course to a classroom-based course will be provided in advance by the Dean. The teaching of a E-Learning course shall be considered equivalent to the teaching of a classroom-based course of the same credit weighting.

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18.21.2 The Dean will ensure that the appropriate technical support and training are provided.

18.21.3 The weighting of an E-Learning Course for the purposes of Promotion and Tenure and Performance Assessment considerations shall be the same as that of a classroom-based course.

18.22 Unless indicated in the Letter of Appointment or through mutual agreement of the Faculty Member and the Dean, no Member shall be assigned teaching responsibilities at the Regional Campuses and/or Guelph-Humber.

18.23 Assigned Service shall take into account a Faculty Member's total Service commitments (Department, College, University, and External). A Member serving on an external agency or with extraordinary scholarly or contractual commitments may request an adjustment to his/her DOE.

18.24 When the University requests, and the Member consents, that a Member perform significant administrative duties or services, there shall be an adjustment in the Member's DOE commensurate with the additional administrative responsibilities.

18.25 The Dean is responsible for ensuring that every Department has a fair and transparent process for the equitable assignment of teaching assistants.

From EAB's (2018) The Instructional Capacity Playbook

Better Balance Faculty Workloads

Changes in student demand, as well as growing research and service requirements, result in unbalanced workloads. While most institutional policies have a 'standard' course load and distribution of effort (across teaching, research, and service) in reality, faculty workloads vary enormously. Faculty in units with rising student numbers often struggle to keep up with unprecedented and rapidly growing class sizes. Wide variation in research productivity and heavily skewed service obligations (often correlated with race and gender) result in inequitable workload allocations and lower overall productivity.

Strategy

Increase transparency, flexibility, and unit accountability to support departments in developing more balanced workload allocations. Comparing data on actual course loads and student credit hour production by department can reveal which units are under-resourced or over-resourced. Setting clear expectations is critical, though disciplinary differences mean that each department may require a unique set of targets. Strive to capture as much information about non-instructional workload as possible to ensure that all faculty contributions to institutional mission are valued. For pedagogical innovation to gain momentum our leadership must operationalize and make transparent those mechanisms that define our values and institutional mission. In focus, we must clearly articulate how these values are expressed. Within the constraints of overall unit goals, allow individual instructors' allocation of effort to vary depending on career stage, unique strengths, and personal interests. And if personal interests in a department are all skewed toward research, then what?

Promising Practices: Departmental Teaching Dashboard

A simple way to set up a departmental teaching benchmark is to add up the statutory teaching capacity of all tenured and tenure-track faculty, then subtract all planned/funded releases. The resulting "theoretical course capacity" is the maximum number of courses the unit can schedule without hiring adjuncts. Deans and department chairs can then compare that theoretical capacity to the actual number of courses taught, and drill down to understand what percentage is taught by adjuncts whether there are departmental disparities in courses or credit hour production by FTE.

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Holistic Reports: Workload, Resource Allocation, Assessment

The standard workload and planned releases are a good starting point for measuring faculty contributions to the department, but of course they do not tell the whole story. Binghamton University takes a more holistic approach to measuring faculty activity through a dashboard that counts several different types of teaching (and class sizes) and many varieties of scholarly activity, as well as release time given for administration (in \$). Administrators at Binghamton purposely avoided listing activities in terms of hours, to avoid the perception that quality is purely a function of time invested.

Dashboards Drive Departmental Decision Making

Department chairs can use the faculty activity dashboard to assess the workload of each individual faculty member more holistically. For example, in the use case shown below, Faculty Member 11 is teaching a reduced load—one section rather than their two-section assigned load—and has relatively low teaching productivity in student credit hour terms. Their research productivity for the year was moderate compared to departmental peers, with no research expenditures. Using the dashboard, however, it is clear that Faculty Member 11 is teaching a large number of lab SCH (potentially high intensity) and presenting at conferences, allowing for a more nuanced discussion of next steps.

The dashboard is also used by central administrators to compare across departments and assess the needs of the college or school. During a yearly “contribution-to-mission meeting,” the provost, dean, chair, and interested faculty use the dashboard to guide discussion of the department’s achievements over the past year, priorities for the following year, and any necessary changes to workload allocation. For example, the meetings could be used to reallocate adjunct funding among departments within the college or school, determine whether new faculty lines are needed, or discuss the provision of additional releases.

RENEW and RESTORE and PROMOTE pedagogical innovation and mentoring

University of Guelph Teaching Fellows Advisory Council

Terms of Reference

The University of Guelph's Teaching Fellow Advisory Council consists of instructors who have demonstrated evidence-based excellence in improving teaching, learning and the quality of curriculum. The council is co-chaired by the Associate Vice-President (Academic) and Director, Open Learning and Educational Support (or designate) and consists of representatives from the seven colleges and the University of Guelph-Humber.

Purpose

The purpose of the Teaching Fellows Advisory Council is as follows:

1. Contribute to the scholarship of teaching and learning at the University of Guelph
2. Provide advice and guidance on the development of institutional teaching and learning initiatives, projects and practices
3. Seek to advance the good pedagogical practices across disciplines
4. Contribute to the dissemination of evidence-based approaches that improve quality in teaching and learning

Membership

The Teaching Fellows Advisory Council will be co-chaired by the Associate Vice-President (Academic) and Director, Open Learning and Educational Support (or designate) and consists of representatives from the seven colleges and the University of Guelph-Humber. Members will be selected based on the following criteria:

- Success in procuring a scholarship of teaching and learning (SoTL) – related award from the University (LEF, SoTL fund, PSEER funding etc);
- Success in procuring external funding related to SoTL research (e.g. SSHRC, OMAFRA funded SoTL research);
- Leadership in disciplinary practices to improve teaching, learning and the quality of curriculum (e.g. informed use of technologies and teaching and learning strategies);

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- Leadership in training and development of students, staff or other faculty members (e.g. mentoring in the ENLITE or INSPIRE programs, SoTL disciplinary training of graduate students)
- Leadership in continuous curriculum improvement processes (e.g. the utilization of curriculum data)

Term

The term of appointment on the Teaching Fellows Advisory Council will be one (1) year with the opportunity to renew for up to two (2) additional years.

Priorities – Year 1

The Teaching Fellows Advisory Council will focus on the following:

1. Develop guidelines to support UofG faculty engaging in disciplinary SoTL research
 - a. Engage with members of the Research Ethics Board
 - b. Explore external resources available through STLHI and HEQCO
 - c. Examine approaches from disciplinary contexts
2. Develop recommendations on institutional Teaching and Learning Priorities
 - a. Examine institutional strategic priorities as defined in the Strategic Mandate Agreement, the Teaching and Learning Plan, the Inclusion Framework
 - b. Contribute to annual reports for the University Community on progress
3. Consider and identify development opportunities as it relates to faculty development, curriculum improvement, graduate student training and teaching and learning technologies.

Framework for Role of Faculty Teaching Fellows

from SFU:

The Role of the Faculty Teaching Fellow

The primary role of the faculty teaching fellow is to support the continued improvement of teaching and learning within the faculty. They will work to help address the challenges that instructors face and to communicate solutions across the Faculty, as well as to provide a channel of communication between the Faculty and higher administrative units that focus on teaching.

Deans will assign the workload (after consultation with Chairs and Directors in departmentalized faculties) and compensation of an FTF. This may include some release from normal teaching duties. All FTFs will receive a stipend that is the equivalent of an Overload Teaching Contract responsible for the preparation of a four-contact hour course, per annum.

Diverse Learning Environments at the Library

The Library is very involved in supporting pedagogical innovation. The following elements are currently available or supported by Learning Environments at the Library.

Diverse learners

- Faculty, staff, graduate students, undergraduate students, and community members
- All colleges
- First-year undergraduates
- Researchers (interested in publishing)
- Student athlete mentors
- English as additional language
- Students with accessibility needs
- Peer helpers
- Student workers

Diverse modes of delivery

In-person synchronous:

- Lecture/presentations
- Seminar discussion format
- Active learning (paired discussion, problem-solving, individual writing and worksheets, large group discussion, small group work, etc.)
- Computer-lab demonstrations and activities

Online synchronous:

- Zoom, MS Teams, Virtual Classroom, WCOonline
- Lecture/presentation based
- Seminar discussion based
- Active Learning Tools and Techniques
 - Polling (mentimeter,, polleverywhere, zoom annotation, polling via chat, streams forms)
 - Chat-based discussions or raise hand and speak
 - Screen-sharing
 - Whiteboard tools (in Virtual Classroom, Zoom, Teams)
 - Padlet
 - Google Docs
 - Individual work (worksheets, activities (searching, writing, navigating tools, etc.)
 - Breakout rooms

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Online Asynchronous:

- Self-registration CourseLink
 - Recorded videos: voice-over powerpoint, powerpoint with video, powerpoint and screen recording video, talking-head video, discussion between library instructor and faculty video
 - Series of short videos
 - Reusable stand-alone videos
 - accompanying worksheets, handouts, and other resources
- Digital Learning Commons
 - Reusable videos which are generally 5 minutes or less (youtube)
 - library guides (topic how tos, course-specific, and discipline/subject)
 - Handouts, Worksheets, and Infographics
- Course-embedded CourseLink
 - Library and Research Help module created with links to intro/overview videos, course and assignment-customized resources, and reusable resources
- DE Course collaboration
 - Work with OpenEd to create modules in CourseLink; may include quizzes, knowledge check, etc.
- Qualtrics Online Tutorials
 - Use of survey tool to create interactive tutorials with reflective questions, multiple-choice, drag-and-drop, etc.

Blended:

- Flipped classroom
 - Asynchronous + synchronous discussion (short, long, Q&A based)
 - Asynchronous + time-based online discussion forum
- Synchronous session + supplemental asynchronous resources (often in courselink module)
- Asynchronous + drop-in synchronous

Diverse contexts

- General Workshops (open for sign up)
- Curriculum-embedded instruction (at request of instructor)
- Collaboration via experiential learning (OER "Open" Textbook course, archives exhibit, student open access journal.)
- Collaboration with Open Ed in creating online modules
- Orientations (particularly for graduate programs)
- Group consultations
- Self-paced (learning objects, such as guides, videos, and handouts)
- Consultations
- Drop-in at Research Help Desk

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- Virtual Help (Ask Us)
- Teach the teacher(faculty, TAs, peer helpers, ,etc.)
- student-led instruction (SLG peer helpers, learning peers, writing peers, engineering peers, student athlete mentors, media studio consultants, writing support TAs, EAL support TAs, MLIS Co-op)
- First Year Seminar courses
- External teaching
- Staff training

Diverse supports, resources, and training

- Library Committees that produces guidelines for best practices, recommended tools, etc.
 - Academic and Professional Skills Committee
 - Digital Learning Resources Committee
- Digital Media Studio
 - Access to video creation/editing tools, podcasting tools, support and guidance on accessibility and creative commons
- Library Accessibility Committee
 - accessibility and universal design for learning
- Open and Affordable Course Content Task Force
 - OER and copyright related support
- Office of Teaching and Learning
 - Instructional Skills Workshop
 - SoTL (e.g. "Student Voices" Project)
- Student Experience and Student Housing Services (Disciplinary Clusters, Gryphon Nest, etc.)
- Open Ed
- Culture that emphasizes professional development in teaching & learning (particularly strong in Learning & Curriculum Support)

Diverse spaces

- What are room sizes
- How many classroom = "flexible spaces" ?
- Classes as open studio

There is a need for space reconsideration across campus. What are the diverse learning spaces and how do faculty operationalize what's already in place?