

Report on ACTAC Special Meeting  
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21 June 2021, the Academic Computing and Technology Advisory Committee held a Special Meeting to gather questions and feedback from faculty about their plans for technology-enhanced teaching both in the near future and in the long term.

However, from the Special Meeting and from other queries it is clear that there are a number of unanswered questions impacting planning for Fall. These questions can be broadly broken down into three categories: questions about policy and practice, questions and teaching and learning support, and questions about technology.

ACTAC seeks, in particular, guidance from Academic Leadership on the policy/practice questions that follow. ITS is doing its best to address the technical questions. All questions are presented below in an attempt to provide a complete view of the discussion as it took place.

**Policy/Practice Questions:**

- Can faculty teach blended/hybrid/flipped if they want to? What are the “rules”?
- What is the expectation for accommodating students who are required to be absent for ten days / two weeks?
- What is the expectation for managing faculty absences for self-isolation, etc?
- What are the workload ramifications of accommodating these students, and what is TRU’s official position on those concessions?
- Is TRU aware of what student expectations will be in these scenarios?
- What will the impact be on faculty who simply refuse any extra work to catch up students?
- What is the guidance on privacy for students when courses are recorded? What about discussion periods? Can they opt out? How do instructors manage this?
- Is no-masking in the classroom really a realistic expectation?
- To what extent are faculty responsible to FIPPA now and into the future?
- Some things are working better for some students, eg. live captioning for language learners and others. Is there a way to keep these improvements as we return to F2F?
- Is the general resistance at TRU to and lack of support for blended and hybrid teaching and learning models a competitive risk, now and in the future?

**Teaching and Learning Support Needs:**

- Teaching and learning support for use of technology in the classroom, how to support livestreaming, what other options might work better to accommodate and catch up students.
- Teaching and learning support around how learning environment changes with recording; guidance on privacy.
- Teaching and learning support for blended/hybrid/flipped teaching models.

### **Response to T&L Support Needs from TRU's Learning Technology & Innovation team:**

TRU's LT&I team looks forward to supporting faculty through another transitional year. We are developing support resources in relation to

- using new classroom technologies;
- supporting and maintaining connection with absent students;
- revising and reusing materials developed last year, where appropriate; and
- blending or flipping content delivery models to involve multiple modalities.

In addition, we will continue our popular weekly discussion series, which offers faculty a supported environment in which to ask these kinds of questions and share their experiences, and for us to continue to gather information.

### **Technology Questions:**

- Where is lecture capture available on campus?
- To what extent will livestreaming or lecture capture be available to fill gaps in student attendance?
- How do faculty figure out what technologies they will have access to in their assigned classrooms?
- What microphone options are available to faculty to accommodate the choice to mask?
- Are there specific options faculty can purchase with PD funds to help with distanced learners (eg. microphones, tablets, etc)?
- Can a TRU laptop be connected to the network to achieve similar functionality to pandemic teaching toolkit?
- Will Zoom, etc. be available on lab computers?
- Can faculty remotely access student computers in lab?

In addition to these questions, faculty in attendance identified a series of needs that can be broadly broken down into two categories: resourcing concerns, and IT support needs.

### **Resourcing Needs:**

- Faculty concerned by shortage of staffing in IT Services and the need for more frontline tech support staff in the Fall; esp. staggered hours to cover all classroom times.
- Faculty concerned by long-term funding of faculty educational technology coordinators; it is unlikely that the need for this team will decrease in the near future, so can current staffing levels be maintained?
- Improved faculty computers needed; personal devices and PD spending filling gaps for tech that isn't up to the task of the teaching and learning experience for the last year or going forward.

### **IT Client Support Needs:**

- Document cameras and second monitors in classrooms.
- Expectation setting around support for boutique set-ups.
- Continued information gathering.