

Learning Spaces & Technology Strategic Plan

St. John Fisher College

“The design of our learning spaces should become a physical representation of the institution’s vision and strategy for learning – responsive, inclusive, and supportive of attainment by all.”

*- Designing spaces for effective learning: A guide to 21st century learning space design
(JISC, 2006)*

Executive Summary

Introduction

This plan draws support from the College's strategic plan strategies 1.3, 1.4, 2.4, 5.1, and 5.3 to dramatically enhance teaching and learning at the College. It responds to imperatives to revitalize and enrich the College's learning environment, provide robust facilities for our students, and integrate planning, assessment, and budgeting processes. The process utilized in this planning process takes into account all scheduled learning spaces at the College.

Opportunities

While repeatable and consistent, the current approach to supporting standard learning spaces limits the level of innovation that can be achieved. Each support area acts within its domain and maintains those aspects of the classroom environment. In the case of specialized simulation and lab classrooms, this is largely acceptable since there is a specific stakeholder within the sponsoring school with dedicated budget and specific program requirements to fulfill. In the case of the remaining standard ITEC classrooms that are more generic in nature, there are not always specific stakeholders. A central voice to act as that stakeholder and representing subject matter expertise in teaching and learning innovation is essential to effectively coordinating strategic innovation of all learning spaces and defining standards. The scope for the proposed Center for Innovation and Teaching Excellence (CITE) addresses just this need. Additionally, assigning accountability and financial responsibility for creating learning spaces that respond to the continued growing interest in and need for modernized flexible classroom space will enable the faculty to continually improve learning experiences for students.

Adoption of innovative teaching practices, such as active learning techniques, is already common among the faculty. In fact, 90% of faculty self-identified use of active learning techniques. Innovative technology such as the successfully piloted Apple 1-1 program are capturing the interest and imagination of faculty and students alike. What is missing is sufficient centralized support to promote faculty development in these and related areas. This support is key to enabling consistently successful experiences for faculty as they continue to seek better ways to enhance student learning.

Faculty show a significant interest in utilizing classrooms that have attributes that make using active learning techniques easier. As the availability of innovative learning classrooms increases over time, the efficiency and effectiveness of assigning faculty to appropriate learning spaces will become more important. Key to promoting the best benefit to student learning and most efficient use of facilities is an informed and coordinated process for classroom assignment. Adapting College systems and processes to enable alignment of innovative teaching and learning practices with flexible learning spaces that support them is critical.

Recommendations

Provide institutional support for strategic investment in transitioning a significant portion of standard classrooms into innovative classrooms over the next 5 years by:

- Establishing an inclusive governance process for this learning space transition that is focused on integrating all the elements of learning space design. The process should include academic, student, and administrative stakeholders and be based on an established model to promote collaboration, coordination, and prioritization of resources.

Goal 1. Increase the number of innovative and flexible learning spaces that attend to all aspects of design

- Enabling a culture of innovation in teaching excellence through providing resources for a centralized organization that disseminates and contributes to scholarship of teaching and learning. This organization plays the key stakeholder role in the development of a roadmap for ongoing investment in innovative classrooms.

Goal 2. Provide development & support for students and faculty engaging with those spaces

- Accelerating the pace of continued adoption and innovation through maximizing the classroom requesting and assignment process to align instructors with learning spaces that best meet their pedagogical style and goals.

Goal 3. Establish processes for faculty to be assigned to spaces that match their teaching styles and formats

Background

The transition from the classic classroom to the Instructional Technology Enhanced Classroom (ITEC) occurred at St. John Fisher between 2001 and 2007. This work brought classrooms up to date for that time. The improvements were focused on AV technology integration that supported the need in that period. Chalkboards were being replaced by whiteboards through the mid-2000s. Classroom furniture remained much the same as in the past. Specialized classroom/lab and simulation environments have also appeared as program needs have required them in Nursing, Education, Mental Health Counseling, and Business.

In the intervening period, there has been dedicated budgets for maintenance of classroom technology, upkeep of classroom amenities, and furniture replacement in separate parts of the institution. Learning spaces have been associated with particular schools. Budgets and decisions regarding use and scheduling have been managed between the Provost and Deans with support from the Registrar's Office. Facilities Services and the Office on Information Technology (OIT) have provided support in terms of upkeep and technology integration respectively. OIT also provides training in the use of the ITEC technologies installed in the classroom.

This division of labor has been successful in keeping classrooms available and ready for use. However, as pedagogy has evolved to use more innovative teaching practices such as active learning methods so has learning space design. In turn, Faculty pedagogical support needs have increased as continuing transition to and adoption of active learning methods progresses.

With regard to learning space design, in specialized learning spaces there are program-based requirements, so design is well defined to benefit the student. In the case of standard learning spaces throughout campus there is room to reach beyond the current capabilities of these spaces and develop innovative classrooms that benefit students. These spaces can better support use of active learning techniques and remain adaptable to new technologies.

There is a lack of diversity in the available stock of standard classrooms making assigning classrooms to best meet teaching style preferences a challenge. The Registrar's Office works diligently to support this process and has an updated scheduling system that enables instructional needs to drive room assignment.

There are occasions in which classrooms are renovated or updated, but these tend to be situational. These often are limited to times when specific classrooms fall into the scope of a planned renovation. Specialized learning spaces are created or modernized based on program build-out or the availability of grant or gift support.

Plan Development Process

Over the last fifteen years, the college has developed a process to maintain, update, develop, and support learning spaces to meet the needs of faculty and students which pulled from the expertise of the Office of Information Technology, Facilities, Dean's Offices, among others. Recognizing that much had changed since its origins in 2002, Stacy Slocum, Fisher's Chief Information Officer, met with Provost Kevin Railey in late 2018 to discuss the learning spaces around campus and both agreed to collaborate on a strategic plan that would evaluate the college's current environment and processes compared to best practices around the world. Additionally, this project would chart a course centered on expanding available opportunities intended to live up to Fisher's mission as a "collaborative community dedicated to teaching, learning, and research in a student-centered educational environment."

From that meeting came the creation of a small executive committee of faculty, staff, and administrators tasked with examining the landscape and beginning the process of developing a strategic plan. The first step in this process was attending the 2019 Educause ELI Conference in Anaheim, CA. One message was more clear than all others at the workshop titled "Creating a Learning Spaces Strategic Plan", held at the outset of that conference. It is imperative to build your plan using the hands and minds of all the stakeholders using the institution's classrooms and labs. It was that bottom-up, inclusive mindset that drove the process behind the development of this plan and informs the goals, strategies, and tactics outlined later.

From that conference the executive committee focused on how to fit the best practices drawn from ELI into the structure and processes at St. John Fisher College. Expanding the voices in a comprehensive and inclusive manner was paramount which led to the development of the Learning Spaces and Technology Work Group. This team brought together administrators and faculty from each of the five schools, as well as the Associate Provost, CIO, and other members of the campus community with a role in learning space maintenance and development. This group's broad-based structure was important as a primary goal of this plan is to reduce siloing while opening up lines of communication and engagement across campus. Beyond this, the focus was on creating a diverse portfolio of spaces that meet the needs of many faculty regardless of disciplines, allowing for an inclusive culture where the focus is on what's best for the teaching and learning, aligning faculty teaching styles, student learning preferences, and learning spaces that support them all.

Some of the tasks engaged by this work group were:

- Creation of the Aspirational Brief, the vision statement for this strategic plan

- Development, review, and approval of surveys and other data-collection decisions.
- Share experiences, and communicate challenges and successes faced in each school
- Chart the course for the strategic plan development

Simultaneously, a smaller group of active learning-engaged faculty were identified and pulled together into a group called the Faculty Fellows to discuss the innovative nature of their work in the classroom and help conceive of Fisher's initial foray into classroom remodeling. Modeled after Indiana University's Mosaic Initiative and understanding the important role this group would play in activating faculty interest in new active learning classrooms, this group was made of one member from each school plus a member of the Apple 1-to-1 pilot program, and the Educational Technologist. Later in the process, the Director of Procurement for the college was added to help open lines of communication from faculty using furniture and amenities in the classroom to the distributors and vendors of those products.

Primary work of this group included:

- Discussing/sharing active learning experiences
- Conceive of ideas for initial learning space renovation designs
- Work with online tools like FlexSpace and Learning Space Rating System to create evaluative process of classrooms and labs on campus
- Act as foundation for classroom usage, using background to maximize impact in active learning classrooms, and establishing culture of innovation

To develop a plan that is rooted in the genuine needs and interests of the faculty and students is a foundational pillar of this process. Achieving that required a comprehensive survey of those stakeholder groups as well as a thorough review of the current learning spaces at Fisher. Over the summer of 2019, members of the Office of Information Technology (OIT) developed an inventory of the 140+ learning spaces that examined furniture type, technology installed, whiteboard location, and dozens of other variables used in campus applications like 25Live as well as by evaluative tools such as the Learning Space Rating System [LSRS]. The LSRS will be employed using the data collected by the OIT team to help create an objective evaluation of Fisher's learning spaces that can inform and guide future renovations.

During the fall 2019 semester, a group of faculty members developed two surveys that were eventually distributed to teaching faculty and students with the express desires to understand how each stakeholder engaged with Fisher's learning spaces and what they wished to have in those areas moving forward. Results of the ~1100 completed student surveys and ~100 faculty surveys, which are included in the appendices of this plan,

were shared with the Learning Spaces & Technology Work Group who discussed the data and applied the findings to their work developing this plan.

Link to SJFC Strategic Plan

Alignment of this work to the broader institutional strategic plan is imperative to support and extend the central focus of building a collaborative culture around teaching and learning. As such, there are a number of links to the college strategic plan and the work outlined in the pages that follow will support these goals:

Goal 1.3: Design a Distinctive General Education Program

Design and implement a distinctive general education program rooted in our mission in order to prepare our students for 21st century success.

- Link High Impact Practices to the general education program where appropriate.

Goal 1.4: Revitalize our Liberal Arts Tradition

Revitalize our liberal arts mission, linking it to the 21st century context and emerging social needs.

- Maximize the applied liberal arts as a means to prepare students for the demands of a rapidly changing and diverse society.

Goal 2.4: Construct and Enhance Facilities to Support Student Learning

Create facilities that provide a sense of community and support student learning, retention, and recruitment.

- Link facility planning to institutional goals, student needs, and learning objectives.
- Apply appropriate design principles and sustainability goals to capital projects, including those in residence halls, academic spaces, athletic facilities, the library, and the campus center.
- Align facilities and space needs with the College's comprehensive fundraising campaign goals.
- Create environments where students from different backgrounds, clubs and organizations can interact in informal ways.

Goal 5.1: Integrate Planning, Assessment, and Budgeting Processes

Coordinate and develop planning and resource management for all divisions to focus on continuous improvement.

- Coordinate College, school, and unit strategic planning and assessment practices to inform decision making and achieve institutional goals.
- Coordinate resource management processes with budget planning across units and divisions to identify opportunities and respond to challenges.
- Work to incorporate sustainable planning and practices to support the economic, environmental, and social sustainability of the College.
- Working collaboratively with OIT staff, strategically deploy and leverage existing and emerging technologies to enhance efficiency of processes and improve interactions between and among systems.
- Research and identify new approaches to revenue generation.

Goal 5.3: Support Professional Development of Faculty and Staff

Provide ongoing and sustained professional development opportunities designed to improve the student experience, expand scholarly work, and develop leadership behaviors across campus.

- Develop a professional development program for employees in order to build a leadership culture on campus.
- Provide opportunities for faculty to analyze current teaching strategies and apply pedagogical transformation efforts.
- Support efforts to increase and expand scholarship and research.
- Implement compliance training and enterprise risk management to enhance College operations.

Aspirational Brief

Consistent with the SJFC Concise Mission Statement that states, "St. John Fisher College is a collaborative community dedicated to teaching, learning, and scholarship in a student-centered educational environment," the learning spaces and integrated technologies available will support and encourage an interactive, collaborative, and flexible experience for teaching and learning.

At our core is the development and promotion of student engagement and motivation through a variety of innovative teaching methods and tools, increasing opportunities for student success. To that end, the learning space technology plan is centered on building a diverse portfolio of flexible learning spaces, improving faculty awareness and adoption of available options, and developing holistic innovative support mechanisms.

Goals

To build a strategic plan with slightly overlapping pillars addressed individually would have missed not only the interconnected nature of the learning environment elements, but how dependent student learning is on the different components working in concert. Rather, this plan is constructed with a vision of a metaphorical three-legged stool where the structure will not stand up under pressure without all three segments receiving complementary attention. As such, this strategic plan is focused on these three goals:

1. Increase the number of innovative and flexible learning spaces that attend to all aspects of design
2. Provide development & support for students and faculty engaging with those spaces
3. Establish processes for faculty to be assigned to spaces that match their teaching styles and formats

1. Increase the number of innovative and flexible learning spaces that attend to all aspects of design

With over 400 teaching faculty in almost 80 undergraduate and graduate programs, there is a broad diversity of pedagogies practiced everyday throughout the 99 classrooms and 106 total learning spaces on campus. Over 90% of Fisher faculty have indicated they engage in active learning practices in their classes with a majority utilizing multiple strategies per class period. The first goal of this strategic plan is centered on increasing the diversity of Fisher's learning space portfolio with focus given to the flexibility and utility of the space for the variety of material taught as well as the manner in which that information is delivered. While attention has historically been given to technology upgrades, classroom innovation extends beyond IT integration, moving into thoughtful considerations of furniture design, inclusion of castors/wheels, whiteboard expansion, and other amenities that allow students and faculty to maneuver between tasks and around the classroom space easily. Supporting the expanded utility of the rooms is a vibrant, welcoming aesthetic that includes brighter colors, better lighting, art, and plants that reduces the institution-like nature of many older classrooms and labs.

While the most pressing and impactful development opportunities are in upgrading furniture and other non-technology amenities, there are areas for IT growth in the classrooms of Fisher's future. To support this statement, 39% of faculty responses to the survey distributed in the fall 2019 semester said there are additional classroom features/tools/technologies they wished they could use but are unable. Follow-up questions indicated the desired additions included multiple projections, easier access to video conferencing and lecture capture, as well as student collaboration stations and the inclusion of iPads or other tablet technologies. It is imperative these upgrades occur in alignment with, and being supportive of, other institutional initiatives like Apple 1-to-1

and other discipline-specific programs. Technological flexibility allows for the college's learning spaces to be nimble and receptive of the future developments as well as different styles of teaching and learning occurring between the walls.

A final area of focus is the development of a process to revitalize spaces that are most in need of attention so as to align capital decisions with the broader campus master plan and needs of the faculty and students. This process will draw together stakeholders from across campus to assist in shortening communication gaps and reduce redundancies in construction and renovation projects across campus. Using the McGill University model as a guide, this process would include the use of an externally validated system for space evaluation, the Learning Spaces Rating System, to evaluate all classrooms and help paint a broad picture of the current landscape of spaces for decisions to be made. Once this clearinghouse is developed, decision making structures can be created to help provide administration with information on desired projects, renderings, budgetary needs, and other data to support space development. Central to all of this work is an intentionality of design and engagement of experts from across campus in different aspects of room design (pedagogy, aesthetics, etc.) that aims to exceed the needs of Fisher's students and faculty.

2. Provide development & support for students and faculty engaging with those spaces

As efforts spread across campus to expand the diversity of learning spaces, it is imperative for an equally thorough support structure to provide opportunities for faculty and students to engage with the newly developed classrooms and labs. In the campus-wide survey distributed to faculty, 60% agreed or strongly agreed that they would like to try new technologies in the classroom but stopped short because they aren't able to take the time to test it out to see how it might help their students learn. Additionally, 62% said they would like to try new technologies in the classroom but stop short because they worry about a problem arising they won't be able to fix.

This step in the process perfectly aligns with the Center for Innovation & Teaching Excellence (CITE). There are many areas that overlap but the support for design and delivery of learning in enhanced delivery formats is essential in rooms that have been renovated to provide flexibility and promotion of active learning. In the model below drawn from the CITE proposal, this plan is focused on the enhanced delivery component. While there will be flexibility created by newly renovated classrooms and labs, and doors to different teaching strategies will be opened, without support, training, and encouragement, those spaces will not be maximized. Likewise, some students may feel overwhelmed with the pedagogies employed in their classes and need help in understanding how to best receive the material being covered.

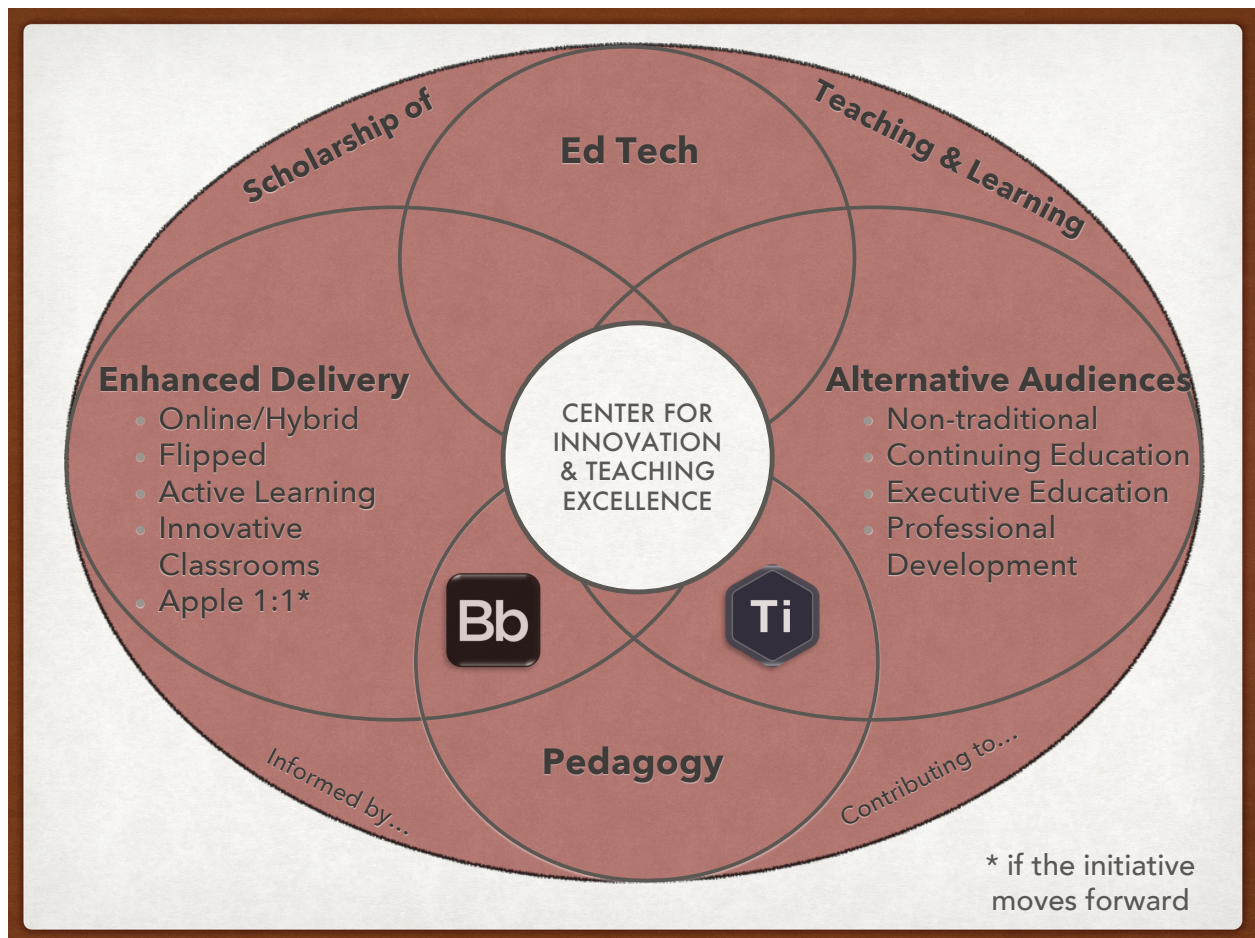
In its mission, the proposed center frames its role in achieving these goals by stating that its staff will work to provide,

“support of the effective use of educational technologies across all forms of teaching and learning, pedagogical consultation on innovative and inclusive teaching practices, and support for the design and delivery of

learning for both enhanced delivery formats and alternative audiences, internally and externally to campus.”

Nearly all of the services proposed by the Center for Innovation & Teaching Excellence will provide necessary support for faculty and students. Additionally, there are a set of signature events that CITE will provide that will offer many of the necessary skills, practice, support, and insight into successfully engaging Fisher students.

PROPOSED MODEL FOR CENTER FOR INNOVATION & TEACHING EXCELLENCE



For years Katie Sabourin, Fisher’s Educational Technologist, has provided faculty interested in teaching online with a semester-long workshop on distance learning. Now, Katie and her team at CITE have suggested a broader plate of offerings that include:

Active Learning Academy

Similar to the Fundamentals of Online Teaching model, a mini course on active learning course design, discussion with peers, redesigning components of an existing course, taught as a mix of both online and face to face interactions over a number of weeks.

Innovative Classroom Design and Research

A high touch support environment to implement and research approved innovative teaching practices within a given set of innovative teaching classrooms. These classrooms would include the latest in both design and technology and allow faculty to investigate teaching strategies they may not otherwise be able to implement. Active Learning Academy may be a prerequisite to teach in these classrooms.

Innovative Teaching & Learning Day

A professional development one day event for all faculty held in May just before graduation focusing on sharing ideas related to innovative teaching and learning from the closing academic year and plans for the next. Breakout session tracks would be designed to attract faculty of all teaching modalities and share scholarship of teaching and learning work from the previous year.

All faculty will be eligible to teach in the newly developed classrooms but they will have to commit to engaging with CITE on one, or all, of these programs to provide assurances that our active learning spaces are being used for active learning and the faculty and students in those areas are in positions to succeed.

3. Establish processes for faculty to be assigned to spaces that match their teaching styles and formats

The first two legs of the stool involved the development of a more flexible stable of classrooms and the creation of support structures to help faculty and students when they are working in those learning spaces. The third piece of the concept is focused on how to get the right faculty into the classrooms that best align with their teaching styles and interests so the available classroom tools and lessons learned in CITE signature events can be employed to maximum effect. To date, the modernization of classrooms has been situational and developed through the initiative of specific faculty members or administrators be it through grant money or other projects that build new classrooms. This plan seeks to re-imagine the broader collection of standard classrooms enhancing the pedagogical diversity available for employment in the spaces and thus requiring a reimagination of the process for scheduling and dedicating those spaces.

Currently, decisions on classroom assignments are made to fill a largely homogeneous stock of learning spaces allowing for the specific attributes of the space to drive the allocation of the usage of the rooms. Specific classroom preferences available to faculty and their department chairs range from computer or technology usage to specific furniture attributes like desks or tables/chairs. That information, in conjunction with the day/time of the course and course maximums is used by the Registrar's Office in a course scheduling software that ultimately creates a plan for room usage. This plan is working to expand the variety of classrooms and the flexibility of those spaces which, while focused on putting the teaching at the center of the room will also allow for greater latitude within the course scheduling process. This expansion will, over time, not only provide room for the Associate Registrar to accommodate late changes, special needs,

and other preferences that often come last minute and complicate the final scheduling efforts, it will place faculty into the classrooms that align with their styles rather than having to fit their styles to the room.

Two findings from the faculty survey speak to this issue:

- 48.6% agreed/strongly agreed to the statement “I tailor my class around the room I am assigned.”
- 44.3% agreed/strongly agreed to the statement “I change my class plans because the furniture/room made it too difficult.”

Recognizing the process of creating a classroom schedule that accounts for all of the different campus stakeholders is incredibly complex, our goal is to establish a procedure, in concert with the Registrar’s Office, that sets faculty pedagogical strategies as a parameter in the course scheduling software rather than furniture. The belief is that this will create a learning environment where faculty are best positioned to deliver their material in their preferred manner, enhancing student learning while also helping make the broader operation easier for the Associate Registrar who will have fewer constraints limiting the scheduling software’s output, and reducing the domino effect caused by last minute course changes and other requests that come her way.

As part of this process we have completed a thorough inventory of Fisher’s learning spaces including dozens of attributes, installed technology, and photographs all of which has been uploaded to the college’s room reservation platform 25Live. Additionally, and with CITE’s support structures outlined in goal 2, renovated classrooms would be used as an external motivator to encourage the broader adoption of new, active learning strategies.

Strategies for Goal Attainment

GOAL 1 - Increase the number of innovative and flexible learning spaces that attend to all aspects of design

STRATEGIES:

- Develop and maintain a progressive learning space roadmap for classroom updates and renovations using a sustainable framework for space & technology facilities that is responsive to innovation in pedagogy, learning space design, and technology.
 - Maintain a catalog of representative learning space designs with ROM costs.
 - Make the inventory of learning spaces and their attributes widely available for use across all schools, construction, facilities, and IT areas.
 - Support standardization throughout all Learning Spaces including student computer labs and simulation environments

- Develop written standards for classroom furniture, technology, and finishes.
- Multiple projections or the capability to support multiple projections in the future
- Create spaces that utilize technology-assisted educational practices and provide flexibility for technological expansion and advancement.
- Appoint a committee to act as an advisory board for review and prioritization of space renovation projects
- An annual budget line assigned to classroom redevelopment, used only by learning space development advisory board
- Develop mechanisms for student and faculty feedback and assessment of newly renovated spaces for use in future planning efforts

GOAL 2 - Provide development & support for students and faculty engaging with those spaces

STRATEGIES:

- Support, develop, and utilize faculty development trainings created by Educational Technologist and Provost's Office
 - Creation of the Center for Innovation and Teaching Excellence (CITE)
 - Encourage and incentivize participation in signature events organized by CITE by connecting participation in training sessions produced by proposed Active Learning Academy to faculty access to teach in newly renovated innovative classrooms and labs around campus.
 - Engage Active Learning Fellow position discussed in CITE proposal to support faculty development opportunities.
 - Utilize past and present faculty fellows members to expand discussion with fellow faculty members on how to employ strategies to expand pedagogy
- Develop targeted professional development opportunities that provide faculty with a broader understanding of active learning
 - Create easy to access educational opportunities for faculty to lower the sense of risk at embracing new methods.
 - Pilot a mentor program aligning faculty members who engage in innovative teaching practices with those interested in expanding their teaching strategies but concerned about challenges.
- Showcase classroom strategies employed by Faculty Fellows demonstrating capabilities of renovated spaces
- Formulate incentives for adoption of new methodologies
- Identify ways to capture and report the performance of new methodologies and improve through shared experiences.

GOAL 3 - Establish processes for faculty to be assigned to spaces that match their teaching styles and formats

STRATEGIES:

- Develop a collaboration between OIT, Registrar's Office, and faculty to conceive of a classroom scheduling process that aligns room allocation with teaching strategies and subject-matter needs
- Design mechanisms for faculty to pilot new teaching strategies in spaces that support those new strategies
- Identify ways to recognize innovative faculty efforts by matching them to re-developed learning spaces
- Sharing data of projected enrollments (short and long-term)
- Streamline and share widely the standard process for room selection utilizing 25Live and Banner
- Encourage dialogue between department chairs and their faculty regarding desired/expected teaching strategies for courses taught as course schedules are being developed
- Maintain a current catalog of spaces and associated technology
- Support an engaged community through campus technology integration

Governance Model

The foundation of this plan has been to aggregate the best practices from other institutions and fit them into Fisher's organizational structures. As we considered the continued upgrading of learning spaces across campus, we turned to McGill University and our discussions with Adam Finkelstein, both in his ELI Conference presentation that kicked off this process as well as during his time on campus for the January 2020 Convocation Day events. While McGill had two different working groups focusing on learning space renovations (general spaces and specialized teaching/learning labs), the scale of our spaces allows Fisher to engage this process with one broad-based campus advisory board supported by a sub-group approach for specialized space examination.

The wide-ranging group will draw together all stakeholders who are not only important to the renovation itself, but especially those who will work to support the maintenance, technology, scheduling, teaching, and learning that span the classroom's useful life. This holistic approach to planning will provide building and financial efficiencies by

opening up communication lines. Beyond the financial benefits, shining a light on the operational implications on diverse campus parties such as housekeepers and course registration promises to help increase the efficiency within those offices and ultimately enhance the experiences of the end users (predominantly students and faculty).



While most of the 100+ learning spaces are traditional classrooms, there are specialized labs that require a more technical, nuanced understanding of usage and equipment. For nearly all of these areas, users are confined to students, faculty, and staff directly working in those disciplines and they are not available to the broader campus or community population. Engagement on these unique rooms, like the Nursing Sim Lab,

Parkes Trading Lab, Cardinal TV Studio or Mental Health Counseling Lab, will be led by the faculty/administrator most engaged with the particular space with a sub-group of the advisory board acting as a partner. The approach will allow for an open line of communication back to the broader working group and expertise from campus experts in construction and planning, but account for the finer technical details best understood by the primary users of those areas.

Additionally, the advisory board chair or other designees will offer to regularly present updates to Provost's Council to extend the lines of communication and transparency of the work being completed by the advisory board.

Budgetary Considerations

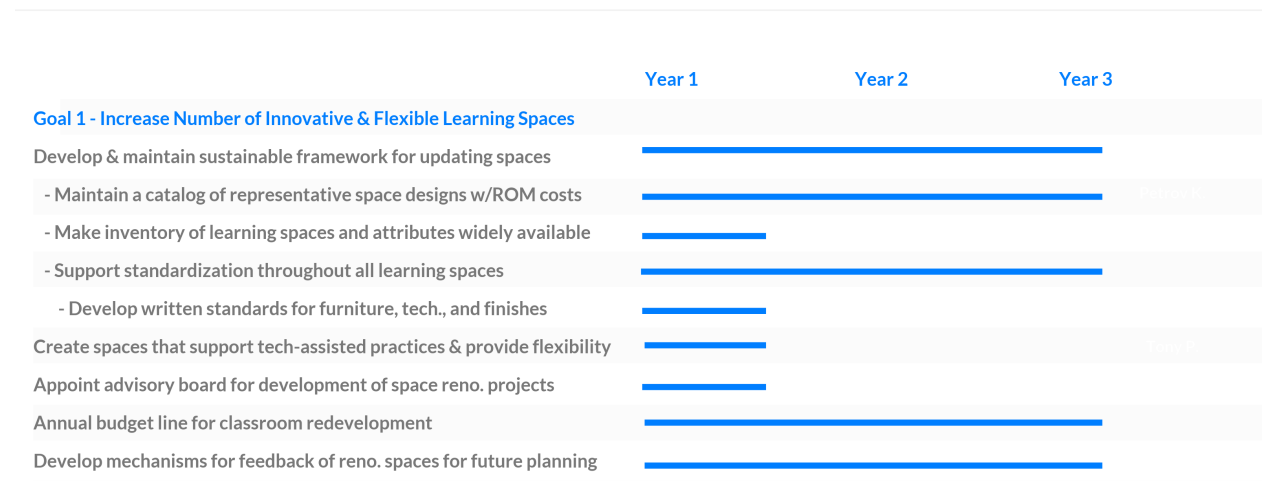
In line with this project's desire to open lines of communication and create operational efficiencies, the financial implications of this work are focused on centralizing disparate pools of money that are currently drawn together when a project is undertaken. Rather than seek assistance from the line on furniture replacement in the Provost's budget, and technology line in the CIO's budget, and lighting upgrades from the Director of Facilities budget, the desire is centralize these efforts in a dedicated pool of money annually for use by the advisory board who can then engage in their classroom evaluation process and determine which spaces require the most attention. Some years the size of an individual room upgrade may limit the progress to just one room that budget cycle, while others it may lead to 3-4 room renovations, but the work can be tied in with other campus-wide projects, current and future, and a more fiscally-prudent process is the result.

Please note that all discussions about renovation budgets are focused on traditional classrooms and the expectation is that money needed to upgrade specialized learning spaces would be drawn from a different source of funds. Simulation or science labs, the TV studio, and other areas have expensive and sophisticated equipment that would quickly exceed the capacity of the renovation budget line while also detracting from the ability of the college to expand its traditional learning spaces.

Implementation Plan

To offer a roadmap for how the plan can be brought to life, the strategies for each goal have been built within a three-year Gantt chart to visualize how the individual areas of focus could be engaged institutionally. This chart is focused on goal 1 which is centered on increasing the number of innovative and flexible learning spaces:

Learning Spaces Implementation Plan - Goal 1



In this chart, the focus is shifted to the second leg of the stool, strategies focused on the development and support of faculty and students as they adapt to the newly created facets of Fisher's learning spaces.

Learning Spaces Implementation Plan - Goal 2

	Year 1	Year 2	Year 3
Goal 2 - Provide Development & Support for Faculty & Students			
Support, develop, & utilize faculty development trainings	[Red bar spanning all three years]		
- Creation of Center for Innovation & Teaching Excellence (CITE)	[Red bar in Year 1]		Timeline
- Incentivize participation in CITE events by linking part. to teaching in newly-renovated innovative classrooms and labs.		[Red bar in Year 2]	
- Engage Active Learning Fellow to support faculty dev. opportunities	[Red bar spanning all three years]		
- Utilize faculty fellows members to engage fellow faculty with active learning strategies	[Red bar spanning all three years]		
Showcase Faculty Fellows aligning strategies and renovated spaces	[Red bar spanning all three years]		
Formulate incentives for adoption of new methodologies	[Red bar spanning all three years]		
Develop targeted prof. development focused on active learning	[Red bar spanning all three years]		
- Easy to access ed. opps. for faculty to support new method dev.	[Red bar spanning all three years]		
- Pilot mentor program with innovative faculty members and those interested in expanding their teaching strategies	[Red bar spanning all three years]		
Identify ways to capture/report performance of new methods	[Red bar spanning all three years]		

In this final visual is the third goal focused on ways to align faculty in the learning spaces on campus with the teaching and learning styles of the faculty and students.

Learning Spaces Implementation Plan - Goal 3

	Year 1	Year 2	Year 3
Goal 3 - Establish Process to Align Teaching Styles & Learning Spaces			
Develop collaboration to conceive of classroom scheduling process aligning room allocation w/ teaching strategies & subject-matter needs	[Orange bar spanning all three years]		
Design mechanisms for faculty to pilot new strategies in aligned spaces		[Orange bar in Year 2]	
Enable innovative faculty efforts by matching them to re-developed learning spaces		[Orange bar in Year 2]	
Coordinate data sharing of projected enrollments (short and long-term)	[Orange bar spanning all three years]		
Streamline standard process for room selection utilizing 25Live & Banner	[Orange bar spanning all three years]		
Encourage dialogue between dept chairs and faculty in course scheduling process regarding desired/expected teaching strategies for courses		[Orange bar in Year 2]	
Maintain a current catalog of spaces and associated technology	[Orange bar spanning all three years]		
Support an engaged community through campus technology integration	[Orange bar spanning all three years]		

Conclusion

Appendices

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Basil 205/206/207 Room Drawings

LSRS

Survey Results