

# Technology-Enhanced Teaching and Learning Advisory Committee Charge

## Rationale for Establishing a Technology-Enhanced Teaching and Learning Advisory Committee

As teaching and learning will increasingly rely on the integration and careful use of instructional technologies, there is an emerging need for an advisory committee to respond to the evolving pedagogical needs of instructors and students. Instructional technologies can also be important tools for ensuring resilience and instructional continuity, as we experienced during the COVID pandemic. The current model for exploring, reviewing, piloting, using, and purchasing instructional tools is uncoordinated; lacks faculty consultation; results in duplication of services, hidden costs, and greater institutional risk; and can contribute to suboptimal teaching and learning experiences. This committee will bring together staff and faculty to review and consider instructional technologies explicitly in the context of working towards campus priorities, making recommendations to the executive sponsors, while guiding the campus in making strategic and sustainable investments in instructional technologies.

## Committee Charge

- Map desired instructional technology capabilities, both current and future needs.
- Inventory and document current state, scale of impact and usage, and efficacy of current technology portfolio.
- Establish principles and a process for reviewing requests and managing funding for new instructional technologies and integrations that is inclusive of academic divisions. Create recommendations for annual technology investment priorities.
- Develop and guide an educational technology vision and strategy that supports effective pedagogy, program needs, and learner expectations in collaboration with UCSC educational programs and instructional support specialists.
- Promote sustainable user-centered technologies that enhance the teaching and learning experience at UCSC for all stakeholders.
- Inform campus decisions on technology policy and procedures.
- Surface issues related to the use of instructional technologies by students and faculty and propose possible solutions.
- Support and facilitate stakeholder input on pilot technology solutions.
- Develop a process for evaluating the use of instructional technologies and a pathway for decommissioning tools.
- Collaborate with UC campuses to identify opportunities to leverage economies of scale.

## Recommended Membership

Committee membership is designed to be fully representative of the campus. Members are expected to be knowledgeable about campus culture regarding instructional tools. Communications channels such as mailing lists, public websites, messaging applications and governance meetings will be maintained. The committee may invite additional people as relevant to specific issues.

### Executive Sponsors

- Vice Chancellor for Information Technology
- Vice Provost for Academic Affairs

### Membership

- Associate Vice Provost for Teaching and Learning
- Assistant Vice Provost for Educational Innovation (Co-Chair)
- Manager, Learning and Instructional Tools
- Portfolio Manager, Research & Divisional IT (Co-Chair)
- Manager, Instructional Spaces & Media Technology
- Instructional Technology Specialist
- Divisional Liaison
- Instructional Designer
- CIT Representative
- COT Representative
- CEP Representative
- CPB Representative
- Library Representative (1)
- Student Rep (1 GSA; 1 SUA)
- Student Rep (ITS FITC/Zoom Corp)
- Student Affairs and Success Rep (1)
- Assistant Dean (1)
- ADA Compliance Officer or representative from the DRC

## Meetings

**Roles and Responsibilities** - The committee will be responsible for articulating and approving roles and responsibilities of its membership not herein defined, by majority vote.

**Frequency** - Monthly. The Committee will determine the most suitable schedule based on need related to current activities.

**Structure** - The chairs or designee (staff) will collect agenda items and circulate the agenda in advance of each meeting to ensure informed discussion.

**Reporting** - As noted above, the co-chairs will report annually on decisions and raise issues or recommendations to the Executive Sponsor(s) and other campus stakeholders, as necessary. Committee reports will be published, except portions containing sensitive information (e.g. grant proposals).

**Documentation of proceedings** - Minutes shall be kept for each meeting, including roll call, action items and discussion topics. Quarterly meeting minutes will be distributed to the [Committee on Information Technology \(CIT\)](#), [Committee on Teaching \(COT\)](#), [Committee on Educational Policy \(CEP\)](#), [Committee on Planning and Budget \(CPB\)](#), and the [Committee on Committees \(COC\)](#).

**Voting quorum** - Quorum is 50% of members, plus one for recommendations.

**Working Groups** - Smaller working groups bring together subject matter experts to study particular issues in depth, prepare reports, and make recommendations. These groups are appointed ad hoc for a finite term, and can be composed of both committee members and non-committee members.

**Process** - Involve faculty as needed and in semi-formalized ways including surveys, interviews, and focus groups through broad departmental and divisional outreach.

*The Committee will determine the need for other operational procedures, consistent with these guidelines. Modifications to this charter may be offered by the committee and approved by the Executive Sponsors on an annual basis.*

## References

Sharing materials from colleagues at other universities that may be helpful for how to approach at least the first bullet point in the charge section above, and could also inform the second and fourth bullet points as well.

- CAUDIT has an [enterprise architecture informed approach](#) to modeling capabilities in the higher education space.
- To see an example of how this plays out from more most zoomed out to most zoomed in:
  - High-level and comprehensive [capability model for higher education](#) (from CAUDIT, includes quite a bit of context in a relatively small package, heavy use of 'business' language)
  - More detailed [teaching and learning technology capability and efficacy map](#) (from UW-Madison)
  - Even finer-grained exploration of [discussion tool capabilities / requirements](#) that was used to encourage TopHat to develop it's toolset and enable streamlining of the discussion tool portfolio (from UW-Madison)