Task Force on the Future of Technology Infrastructure Supporting Teaching, Learning, and the Academic Mission of the University
Terms of Reference

Purpose:

The COVID-19 pandemic required the University of Regina to move en masse from in-person teaching to remote teaching in March 2020. Fall Term 2021 will be the fifth consecutive term in which teaching and learning has been conducted primarily through remote delivery. Much has been learned about remote teaching over the past year. Despite some challenges early on in the pandemic, students have been afforded increased access to remote teaching through the presence of technology at the University.

Building on the experiences and based on the analysis and synthesis of relevant data and existing studies, the Task Force will seek to develop a vision for the future of technology infrastructure supporting teaching, learning, and the academic mission of the University. The Task Force will consult widely and provide opportunities for input from students, faculty, and staff throughout this process.

The Task Force will focus on the following five areas:

1) Technology infrastructure required to support future teaching, learning, and the academic mission of the University;
2) Pedagogical considerations, learning outcomes, and potential quality of teaching and learning associated with different technology-supported modalities;
3) The place of technology in creating access to post-secondary education, including the varied learning needs of students in a rapidly changing world;
4) Supports that faculty, students and staff may need in a context of various modalities of teaching and learning; and,
5) The impact of technology on the architecture of academic programs as currently organized and delivered at the University and possibilities for innovation in this regard (e.g.: currently, a four-year degree program is predominantly delivered on campus).

Principles:

The Task Force will pay due attention to the quality of academic programming, pedagogical aspects of teaching and learning, achievement of desired learning outcomes, needs of diverse learners and instructors, and access to post-secondary education when developing a shared-vision and strategies for the implementation of this vision. The technology required to support these principles is core to the work of the Task Force.

The University's Strategic Plan 2020-2025 will guide and inform the Task Force's vision and strategy development.

Responsibilities: Within the five-areas of focus, the Task Force will review, investigate, and report on the following questions. This list may be revised as new related issues and opportunities come to the attention of the Task Force.

- What is the role of different modalities of teaching and learning (such as concurrent real-time online and in-person; asynchronous online; a blend of asynchronous and synchronous online etc.) course delivery at the University of Regina?
- Is there an optimal balance to be achieved among different modalities at the University, faculty, department, or program level?
- Is there an opportunity to rethink the architecture of how programs are organized and delivered at the University? For example, Years 1 and 2 of a program are delivered through a combination of remote and in-person teaching on campus; Years 3 and 4 are offered mostly through remote delivery with strategic in-person course delivery. What are the pros and cons of adopting a non-traditional model of program delivery in addition to the existing model?
- Given the presence of technology, should the University consider year-round admissions?
- If the University adopts a greater diversity of modalities of teaching and learning, what infrastructure is required to support this approach?
- What new or additional kinds of supports would the University need to provide for faculty, students, and staff in order to ensure that any new teaching and learning approaches adopted by the University can be successfully implemented? What supports are required for faculty, students, and staff to foster ongoing excellence in education within the context of a greater variety of teaching modalities (e.g., remote, hybrid, hyflex, blended etc.)?
- How would the new approaches impact the University's relationship with the Saskatchewan Colleges and the affiliated institutions with respect to course and program development and delivery?
- Does the current model of allocating funds and Instructional Design support and other relevant resources for the development and delivery of online and blended courses / programs meet the needs of the University? What changes (if any) are required to meet the needs of the University over the next five years?
- Is the University's current academic technology infrastructure and more particularly the Learning Management System (LMS) adequate to support the University's teaching and learning needs and a variety of teaching modalities over the next five years?
- What technological investments are required to enable the University to effectively compete in a local, provincial, national, and global world where all universities are vying for students regardless of geography.

- The University's academic technology resources are "housed" and managed concurrently across several different units of the University, namely Information Services, CCE / Flexible Learning, and faculties. Is this system appropriate for the current and future teaching and learning environments? Is there a need for re-visioning how academic technology resources are organized and governed at the University to serve the academic mission of the University and the teaching and learning needs of students and faculty in the best possible way?
- What is the future role of the Centre for Teaching and Learning in supporting the relationship between pedagogy and best practices in different teaching modalities on the one hand and academic technologies on the other?
- Are there any limitations on the use of some modalities of teaching and learning, imposed through accreditation standards? If so, can these constraints be addressed?
- Is there value in fostering multi-university consortia for the sharing of online courses and the joint development and delivery of online programs and courses

Timelines: Report to be completed: 1 December 2021

Membership

Provost (Co-chair)	david Gregory
AVP (Academic) (Co-chair)	Nilgün Önder
Dean, FGSR	Aziz Douai
CCAM, 2 elected academic members	Maria Davis, Kathryn Ricketts
Director, CTL	Alec Couros
Registrar	Jim D'Arcy
Director, CCE	Christie Schultz
AVP (IS)	Art Exner
AVP Indigenous Engagement	Lori Campbell
AVP Student Affairs (or designate)	John Smith
Library	Christina Winter
Office of Institutional Research	Keith Fortowsky
2 University Deans	Shannon Dea, Cheryl Pollard
2 University Associate Deans Academic	Gabriela Novotna, Doug Cripps
Undergraduate student representative	URSU President Hannah Tait
Graduate student representative	Jamie Mayoh-Bauche
3 Faculty members	Bruce Anderson, Cristyne Hébert, Shauna Davies
3 Department heads	David Elliott, David Gerhard, Mike Rollo
Financial Services	Lamont Stradeski
University Governance	David Meldrum
University Advancement & Communication	Lisa Mitchell
Luther College	Yvonne Petry
Campion College	Tom Phenix
First Nations University	Bettina Schneider