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## Faculty Forum : Information Technology and Space

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Faculty Forum: Information Technology and Space  
October 5, 2016

TRANSCRIPT

00:00

thank you for coming and taking a little

00:03

time today to participate in this

00:06

discussion I'm really pleased that we're

00:09

here in room 130 I I this is I hadn't

00:13

been in here since this room was redone

00:14

not this last summer but the summer

00:16

before but I used to teach abnormal

00:19

psychology in this room it didn't look

00:21

anything like this it was a lot less

00:24

conducive so it's really cool now to be

00:26

here you know in a contemporary

00:28

classroom what my can ensure test which

00:30

was not so contemporary just a couple of

00:32

years ago the other thing I think is

00:34

great about this room when I only just

00:36

discovered if I go back to the psych

00:38

department and teach I'm going to

00:39

request this from because these are

00:41

perfect these are the perfect size for

00:43

me I don't know who designed that but  
00:46  
that's great tired more typically when I  
00:49  
talk to students it's like this and i am  
00:52  
so i like that anyway tota days you know  
00:55  
we have these discussions a couple times  
00:57  
a semester is academic affairs faculty  
00:59  
forums and you know the purpose is to  
01:03  
you know have some dialogue with the  
01:05  
broader academic affairs community you  
01:09  
know by the variety of issues and we you  
01:10  
know this is we hit is in this form we  
01:12  
started to talk about the signature  
01:13  
programs we unveiled how we were going  
01:16  
to reorganize or some ideas about  
01:18  
reorganizing the graduate school and the  
01:21  
office of vice president for research so  
01:23  
there are opportunities for us to you  
01:26  
know to sort of update the campus as  
01:28  
best we can on some things that are  
01:30  
going on and and then they get input on  
01:33  
from folks today is is is the same this  
01:37  
is the same kind of kind of thing we  
01:39

want to update on some of what's been  
01:42  
going on around classroom renovation cut  
01:46  
an IT innovation we also though I think  
01:49  
leak at least as importantly not just  
01:51  
talk about you know some of the cool  
01:53  
things and I'll show you that's been  
01:54  
accomplished but talk a little bit about  
01:56  
the processes that we put into place to  
02:00  
try our very best to stay on top of this  
02:03  
in some kind of rational way you know  
02:07  
I'm starting as I finished three years  
02:10  
in this job as Provost  
02:12  
and you know and I've worked here as  
02:15  
everyone knows for a long time and you  
02:17  
know each new thing I get involved with  
02:19  
are you saying you get involved when we  
02:20  
start you know and I always I always  
02:24  
think I know the answer it's always  
02:26  
pretty simple right and then when I get  
02:28  
into it is early complex and what I  
02:30  
thought was the answer is not is stupid  
02:32  
right so this is no exception to that  
02:35

you know and I've been here long enough

02:36

and I would come around right why is my

02:38

classroom not have look cool and they

02:39

got better classrooms over there and it

02:41

must be because they like them better or

02:43

the university doesn't value this or

02:44

that and so we have done some things as

02:48

a team to try to bring some rationality

02:50

to it and and and also to try to do it

02:53

in a what's the determinant transparent

02:56

way you know you can say how well we've

03:00

succeeded on that but this is part of

03:02

that effort at least say at least

03:03

conceptually this is how we think we're

03:05

trying to stay on top of it you know and

03:08

how we doing and are there other ways

03:09

that we we could do that so for today

03:13

they're kind of you might organize this

03:15

may be in the three-three pieces one is

03:17

a little bit of the kind of show and

03:20

tell I'm going to show you a little bit

03:21

about some of the renovation work

03:24

updating innovation work that we've done

03:27

in classrooms primarily some work that

03:30

done just this past summer and then talk

03:35

a little bit about this what we think

03:37

we've set up in terms of processes to

03:38

try our best to stay on top of this and

03:41

then finish with a little bit about

03:44

opportunities moving forward and there

03:47

are some some opportunities for us to

03:49

you know well not to solve all our

03:53

problems around classroom but to make

03:55

some significant strides now I want to

03:57

point out that I've got people here too

03:59

who really are much more in this work

04:03

than not than I am and will likely turn

04:06

things and ask for their help or invite

04:08

them or at least not allow them to hide

04:11

during this presentation so I've got

04:13

Jeff st. John who you'll see is integral

04:16

in my office's participation in this

04:20

process if Stuart Harvey from facilities

04:22

that we have Robin Sherman

04:24

our IT person here at the University  
04:28  
minute so they've been very involved in  
04:29  
this they will be going forward I'll ask  
04:32  
them to jump in at any point I think  
04:33  
I've got something wrong or you want I  
04:36  
need help in answering questions okay so  
04:39  
in this last year this last summer we  
04:41  
put a fair amount of work into  
04:45  
renovating into renovating classes and I  
04:49  
want to show you a little bit about that  
04:50  
and then I want to do i do want to give  
04:52  
you a little bit of a big picture you  
04:54  
know what's the landscape here at the  
04:56  
University of Maine what are we trying  
04:57  
to get our our hands and rent around so  
05:00  
I'm going to show you some before and  
05:02  
after pictures it's kind of what did  
05:05  
facilities do on their summer vacation  
05:08  
and so this is room upstairs here little  
05:12  
hall and I've your your basic classroom  
05:16  
and again wax too nostalgic but I think  
05:19  
I taught in there and I actually think I  
05:20

took a graduate seminar in there and I  
05:22  
think those are the exact same chairs i  
05:23  
sat in and we did it it's been renovated  
05:26  
over the summer this is what the more  
05:28  
contemporary classroom looks like next  
05:34  
we have to 18 another seminar room I  
05:38  
guess you'd call it with mismatching  
05:41  
tables and so that's been redone  
05:45  
introducing new technologies they don't  
05:48  
know Stewart of router there anything  
05:50  
anything about the technologies that are  
05:52  
in those classrooms now  
05:55  
I think it's just a matter of trying to  
05:58  
come up to date with what's going on no  
06:01  
the technology changes so quickly  
06:03  
navigate the truck just trying to keep  
06:05  
up with the changing technology I know  
06:08  
my team has been working on trying to  
06:11  
make a consistent how could you can all  
06:14  
there it's easier for us in facilities  
06:18  
to implement projects in a timely  
06:20  
fashion so that will respectively maybe  
06:25



have a better sense of what's in a  
06:26  
classroom when they you know what they  
06:28  
can expect in an updated classroom to  
06:30  
basic technologies that are there let's  
06:35  
see over the North Stevens get another  
06:38  
pretty traditional looking set up that's  
06:41  
been completely redone for more  
06:45  
contemporary and more folk we help will  
06:46  
help more functional space those are  
06:49  
another one know yet another one in  
06:50  
Stevens Hall 121 Stevens  
06:55  
one thing you'll notice consistent here  
06:58  
to change them katalog chairs to actual  
07:01  
desks and with the change accountants  
07:04  
Cesar are taking those using computers  
07:07  
and those sorts of things it does have a  
07:10  
impact on the amount of students that we  
07:14  
can put in Google to see some this one  
07:17  
for example we'll see what the front  
07:20  
rows is uh pretty close to the front of  
07:23  
them to try and keep the number student  
07:25  
in the classroom top yeah I was probably  
07:28

more complimenting this room but I  
07:31  
suspect this has a few less seats than  
07:33  
it did when I talk yeah so there's this  
07:36  
kind of give and take if you will yeah  
07:40  
just one of the variables you were  
07:42  
trying to manage in other words this was  
07:45  
in center Stevens classroom now more  
07:50  
contemporary kind of conference small  
07:53  
conference room for small seminar etc  
07:55  
type of classroom within our technology  
07:58  
technologies available hi so this is  
08:05  
kind of a little bit of a landscape  
08:06  
right so there are 111 classrooms that  
08:09  
are controlled if you will by a student  
08:13  
records right so those are the ones that  
08:15  
get assigned please rate you know  
08:18  
obviously for teaching well then there's  
08:21  
another 148 classrooms that are used  
08:25  
exclusively by maybe one or a small  
08:28  
number of departments and aren't  
08:30  
controlled by the central student  
08:33  
records so that's one of the challenges  
08:39

and again talk later a little bit about  
08:43  
moving forward that's what what a little  
08:44  
bit of wrinkles that we've had to kind  
08:46  
of work through what else makes us work  
08:51  
there variety things that make this work  
08:53  
you know interesting challenging some of  
08:57  
it is as stored already alluded to that  
09:00  
you know the technologies are constantly  
09:01  
changing so there's always it's always a  
09:04  
game to say up are as close to up as we  
09:07  
as  
09:08  
can but there are different tools are  
09:11  
different you know different pedigrees  
09:14  
that our faculty need to want to need to  
09:17  
use there's obviously variations in  
09:20  
classroom sizes there's variations in  
09:25  
you know what technologies what faculty  
09:28  
members want our use that all make this  
09:31  
you know a bit of a bit of a trick  
09:39  
facilities needs to work with IT right  
09:44  
the university could end up and probably  
09:47  
historically someone could give me  
09:49

examples where we have worked done it in

09:52

the wrong order so we did a lot of great

09:54

cool work and then said oh the IT will

09:56

not possibly work in that time to undo

09:58

it or so there is that that's one of the

10:02

one of the things that's a challenge

10:05

there's the staying on top of things

10:08

throughout the year right there's a plan

10:11

schedule but then there's the things

10:14

that break fall apart good water damage

10:18

etc most of the big projects for obvious

10:22

reasons get planned in the summer and

10:23

then to somewhat of a lesser extent in

10:26

the winter break and again that presents

10:28

its its scheduling challenges and I give

10:34

examples but I know for sure there are

10:36

times the facilities has a nice plan for

10:38

summer and someone like me or someone

10:41

over in lemon Alice's I'm sorry but this

10:43

is now our top priority we have to get

10:45

this done for XYZ reason facilities and

10:49

that's to re-examine so it there's a lot

10:56

of trucks and challenges to doing this  
11:00  
you know efficiently in terms of time  
11:03  
but resource management is everyone  
11:05  
knows here we have you know X minus  
11:08  
amount of resources and we have whatever  
11:11  
it is 2x or something larger than X  
11:13  
needs and so we're you know in this this  
11:18  
area as well as most we're constantly  
11:20  
sort of looking to say are we using this  
11:22  
in the best way are we sequencing the  
11:24  
work are we are we taking advantage of  
11:30  
our our resources in the best way all  
11:33  
right so now we shift a little bit in  
11:35  
terms of what how we were trying to do  
11:39  
this rationally about three years ago  
11:42  
again Jeff st. John and I were  
11:45  
relatively new to our jobs or they  
11:48  
working with facilities having  
11:50  
conversations having conversations with  
11:52  
the deans group with faculty groups  
11:54  
hearing about challenges and concerns  
11:56  
you know what you learn in  
11:58

administration 101 formal committee  
12:00  
right so we did look at that as part of  
12:04  
the solution this particular committee  
12:07  
the space management committee is pretty  
12:10  
large but i do want to flash up the  
12:12  
membership because i wanted to see that  
12:13  
we are trying to reach out broadly right  
12:16  
there folks we need who have to be part  
12:20  
of this conversation from facilities  
12:22  
there are folks we need from IT we want  
12:27  
to make sure there is faculty boys here  
12:29  
so we have faculty representatives we  
12:30  
primarily worked with this faculty  
12:33  
senate to get representatives from the  
12:36  
faculty into these into these  
12:38  
discussions there's representation from  
12:42  
my office there's folks around in you  
12:45  
know safety and environment in this this  
12:49  
group is kind of their job and getting a  
12:52  
last Jeff to jump in to buy it that's  
12:53  
right there their job is to take the big  
12:56  
picture view to be bringing in data  
12:58

information that's why we're so  
13:01  
inclusive in the committee is to gather  
13:05  
you know the information about the whole  
13:08  
you know breadth of the the campus to  
13:13  
make some sense of that and just at  
13:15  
least start the conversations around  
13:17  
okay how are we going to prioritize how  
13:20  
are we going to move forward to address  
13:23  
as many needs as we possibly can within  
13:25  
the resource constraints that we have  
13:26  
timetables that we have to work in but  
13:30  
I'm sure you've all been on committees  
13:32  
and stuff so this is a big group to  
13:33  
really get things done right so we  
13:36  
realized okay that this is important for  
13:39  
one part of what we're trying to  
13:40  
accomplish which is bring the campus  
13:43  
community into the conversation access  
13:47  
the information that we need so that we  
13:50  
at least have a good starting point but  
13:52  
it's not really the right size and  
13:54  
makeup to say let's build a schedule for  
13:57

summer of 2017 what are we going to do  
13:59  
in May June July how long this will take  
14:02  
and how much will it cost and what's the  
14:04  
estimates to get down to the work so  
14:06  
then we have the smaller leaner meaner  
14:10  
paint and polish committee this group is  
14:14  
charged with really executing moving  
14:17  
things for they start meeting in October  
14:19  
and meet monthly right through April and  
14:22  
you know a big chunk of what they're  
14:25  
doing is planning the summers projects  
14:29  
right now there I think they're also  
14:30  
doing some other things around oh we got  
14:32  
a problem here we have to solve now you  
14:36  
know things that have come up etc but a  
14:40  
lot of it is taking and again  
14:41  
communicating you'll see some  
14:43  
overlapping membership between this and  
14:44  
the larger committee they say okay  
14:46  
here's the big date here's the data  
14:48  
we've gotten here's what we've heard now  
14:50  
let's get down to the figuring out of  
14:54



how we're going to address this i was  
14:57  
jus Jeff hear that you're on well but  
14:59  
what would you add to my descriptions of  
15:01  
these I would only have it we got a  
15:04  
Peter Schilling title wrong is not the  
15:06  
place Tony  
15:09  
here is the executive director of  
15:11  
innovation in teaching and learning on  
15:13  
campus and Monique here's the associate  
15:15  
provost to be LOL there is not going to  
15:21  
talk to her to a 70  
15:27  
thank you know what they are Stewart and  
15:31  
his team uses me Sarah Henry Peter for  
15:36  
the hussy to offer the non facilities  
15:39  
perspectives on priorities and then we  
15:42  
were  
15:45  
13 then build out mmm nike workflow  
15:51  
priorities how we're going to punch out  
15:54  
the project there it is and i think the  
15:57  
other dynamic for this which is probably  
15:59  
the most important one is we search for  
16:02  
funding and a lot of those funding  
16:06

sources like this group that you use for  
16:08  
the summer have some specific parameters  
16:11  
to predict some of the money you spent  
16:15  
the summer was left over from the stem  
16:16  
bond so it could only be used for this  
16:19  
sort of set of purposes and then other  
16:23  
funding sources the wrong is up trying  
16:25  
to find funding sources come that we  
16:28  
could use for other things we're trying  
16:31  
to prioritize the work funding source  
16:34  
with the priorities and the emerging  
16:37  
issues and it's really a dynamic group  
16:40  
tonight we're going to see some examples  
16:43  
congress's than that and again they try  
16:47  
to take the institution priorities that  
16:50  
we're here on the committee imagine me  
16:52  
to drive thank you that is an important  
16:57  
piece of this is that this committee is  
17:00  
opportunistic right is looking for how  
17:02  
do we leverage this source against this  
17:04  
resource how to make sure where you know  
17:07  
bringing to the table you know as much  
17:10

as we can to try to dresses and the  
17:12  
bondage was a good example now because  
17:14  
work was done you know efficiently below  
17:18  
budget there then was bond money that  
17:21  
came forward now two years before that  
17:23  
we couldn't have counted on that money  
17:24  
being there right we didn't know that  
17:26  
but that changed the picture and allowed  
17:28  
for to look at things in a different way  
17:30  
I think in Jeff summarizes well to see  
17:33  
academics it's sort of saying hey we  
17:34  
want this and sillies folks say well  
17:37  
okay here's a dose of reality wake up  
17:39  
you know but but also bring in saying  
17:41  
okay here here's what we can do right  
17:43  
and I'll by the way here's some  
17:44  
additional sources that we felt one of  
17:47  
the issues that you know can see me  
17:50  
puzzles how did you prioritize that how  
17:51  
to do you know little haul 130 get on  
17:54  
the list why didn't my place get on the  
17:55  
list and you know to be frank typically  
17:58

there's not a short answer right it is  
18:01  
okay what are the institution's needs  
18:03  
one of the usage patterns but it's also  
18:06  
what money can we bring to the table is  
18:08  
the bond money always has some  
18:12  
restrictions on there are things we just  
18:14  
cannot do with bond money we would be  
18:16  
you know breaking a law if we did if we  
18:19  
did that there are monies that Dean's  
18:22  
will bring in and say look this is a  
18:24  
priority for for my operation and that  
18:29  
changes that or it's a factor in the  
18:30  
discussion right okay if we can leverage  
18:32  
some of this money with the central  
18:34  
money well then we get we the whole  
18:36  
campus gets a bigger bang for the buck  
18:37  
so it is often hard to say well here's  
18:40  
exactly here's our here's our list of  
18:42  
classrooms and we have 100  
18:44  
148 your number 27 on the list and you  
18:48  
know it's a it's a fluid fluid operation  
18:52  
and I think that's a good thing I don't  
18:53

say that apologetically that's a good  
18:55  
thing because again it's a way that we  
18:56  
try to maximize our use of resources so  
19:02  
how's it supposed to work right so  
19:04  
there's a problem concerning issue  
19:08  
request you know can come these are the  
19:13  
typical sources the typical although not  
19:16  
exclusive pathway is from faculty to  
19:21  
their chair to their Dean up to this up  
19:23  
to this committee but that doesn't  
19:25  
exclude if a faculty member who's on  
19:27  
that broader committee i showed you  
19:29  
brings up an issue that committee  
19:32  
doesn't say take it back to your chair  
19:33  
and it has to work up the chain of  
19:34  
command we just know that our  
19:36  
communication systems are just not that  
19:39  
perfect record it's not it's maybe this  
19:43  
is a good a bad example it's not the  
19:44  
military you know we are more flexible  
19:47  
but that is the idea now again if a  
19:50  
faculty member bring something in and  
19:51

gets this committee is gaining some  
19:53  
traction well certainly going to bring  
19:54  
the Dean into the conversation and the  
19:56  
chair in many cases into the  
19:58  
conversation before decisions are made  
20:00  
but we want them for me we want to try  
20:02  
to create as many options as we can if  
20:04  
you will for information to come in  
20:09  
facilities is also sort of in parallel  
20:14  
process hub talking to them to the  
20:17  
college's on Riddick  
20:19  
with that about all that and i would say  
20:23  
that we have the quest coming into  
20:25  
facilities every week a lot of those we  
20:30  
just hated either do or work with the  
20:33  
college's to get up the ones that we  
20:37  
think need to go back to a pop through  
20:40  
or in general process we send now over  
20:43  
to the face of anything and down from  
20:46  
Great Falls we do lots and lots of  
20:50  
weapon that smaller or may not  
20:52  
necessarily classroom related or our  
20:55

research laboratory or more offices and  
20:59  
other face which we're standing they  
21:02  
don't they don't do that impressive  
21:04  
everything's going to go to the stars  
21:06  
place you will know space mental state  
21:09  
yeah that rise to that like okay as I  
21:14  
said they look at the gather information  
21:16  
the only meet once each semester right  
21:18  
so they gathered the information  
21:20  
reviewing things look at the resources  
21:22  
that are available collecting and  
21:24  
sharing the updates and then it goes on  
21:26  
to the paint and polish committee you  
21:30  
develop an endless develop what is our  
21:32  
plan as we move forward and again these  
21:36  
are the kind of guiding principles that  
21:38  
that the committee's goals if you all  
21:41  
the communities have the fact we have  
21:43  
the students have the resources that  
21:45  
they need are we getting at the highest  
21:48  
priority achieving the greatest return  
21:51  
on investment again sometimes these line  
21:57

up perfectly and sometimes they don't  
21:58  
like if you get a bigger return on  
22:00  
investment doing this and maybe it  
22:02  
wasn't the highest priority but because  
22:04  
we're gonna get to the big return we're  
22:05  
going to move it up and that's just the  
22:06  
reality of how we you get it we've got  
22:09  
to make decisions but those are the you  
22:11  
know the guiding goals in their decision  
22:13  
making okay so let's go again go back to  
22:18  
just just this last summer have been  
22:22  
some exciting things we have another I  
22:24  
think the phrase is smart classroom  
22:27  
and now in schaibles hall so we've had a  
22:29  
classroom in Estabrook hall what's the  
22:34  
number that 130 130 Estabrook hall there  
22:37  
are about 20 faculty who used it pretty  
22:40  
regularly what Peter Schilling did was  
22:43  
meet with those faculty get input from  
22:45  
them about what you know what was good  
22:48  
what we like it was working and then  
22:50  
Peter helped us working with facilities  
22:54



and group to think through how do we  
22:56  
then create additional more smart  
22:59  
classroom so we've created a new one  
23:01  
here in inside lolz Hall you can see a  
23:05  
couple before pictures and the nice neat  
23:08  
after pictures I assume each of these  
23:10  
are screens for technology to fly shop  
23:14  
etc any other features that anyone want  
23:18  
to point out about these rooms Peter  
23:19  
anything with make sure said there to  
23:22  
the screen green channel so that the  
23:24  
students can work at each table and  
23:27  
themselves and activation control all  
23:29  
the screens from the center  
23:38  
another four hours of work we've done  
23:40  
Winslow Hall was passed this past summer  
23:43  
again taking some really spaced it was a  
23:47  
really rough shape and turning into  
23:51  
usable space I think jen kirkman wrong i  
23:54  
think it was 16 classrooms that went  
23:56  
through major renovations of summer one  
23:58  
was at the darling Marine Center and 15  
24:01

were on the campus here that went over  
24:02  
one underwent the sort of large-scale  
24:07  
turnover renovations so this is a kind  
24:16  
of typical timeline as i already said  
24:22  
the paint polish committee they meet  
24:23  
from october to april they finalize the  
24:28  
plan in the spring they get their teams  
24:31  
sort and now robin with high tea and a  
24:36  
big piece is his this piece is getting  
24:39  
them the plan that IT and facilities  
24:41  
have a coordinated approach to working  
24:45  
and updating the classrooms the  
24:48  
philosophy has been to think about these  
24:50  
things together we're not are we would  
24:55  
prefer not to put you know the latest  
24:58  
greatest technology in a class that has  
25:01  
falling ceiling tiles and paint falling  
25:03  
off the wall so we're trying to do this  
25:06  
in concert so that so that you know when  
25:10  
we're in a classroom we feel like okay  
25:11  
that classroom is done we're not doing  
25:14  
it you know bit over here in a bit over  
25:16

there yeah and then the big time is in  
25:20  
the summers of course and everybody  
25:21  
wants their project done in the summer  
25:22  
and it's always a challenge to do a bit  
25:29  
stored in his team's when we were in the  
25:30  
back row there do fantastic work at  
25:32  
staying on top sometimes ahead getting a  
25:35  
little more done in the summer than in  
25:36  
then they anticipate but always  
25:39  
realistic and getting feedback about to  
25:41  
us about what can and can't can't be  
25:43  
done  
25:48  
so I talked to already a little bit  
25:51  
about communication you know again we're  
25:56  
relatively big place although Brad many  
25:59  
universities we're not that big but  
26:00  
we're pretty big operation you know what  
26:04  
we're trying to do this just talk today  
26:06  
is only a small piece of it is to have  
26:10  
you know a free and open exchange of  
26:15  
information about what the heck is going  
26:17  
on what the heck are we doing about it  
26:18

so one keep in place is the role with  
26:21  
the associate dean's Jeff st. John you  
26:25  
know meets with that group every month  
26:27  
parte young they bring ideas concerns  
26:30  
issues to the table so when Robin are  
26:33  
updating is you already heard from  
26:34  
Stewart they're receiving you know  
26:37  
requests maybe daily or very regularly  
26:39  
and in managing as many of those as they  
26:43  
can on the spot immediately determining  
26:45  
which ones are larger need to come up  
26:47  
through there we talk we bring into the  
26:52  
dean's group about larger projects to  
26:56  
bring people on board i know they use as  
26:58  
an example when we had that stem bond  
26:59  
from 2013 of these when the money came  
27:02  
available you know that was limited by  
27:05  
the way the bond was written we had to  
27:07  
make sure that the majority of the  
27:09  
education in those classrooms were in  
27:11  
STEM disciplines but that's a pretty  
27:14  
broad area we have course had many more  
27:17

areas than we could have we came forward

27:20

with lists we modified the list I think

27:21

you probably remember one Dean and

27:23

particularly felt very strongly about

27:24

how we had what we had put on and not

27:27

put on there it was fine it was a good

27:29

conversation and we get to understand

27:31

and revisited the way those classes were

27:34

prioritized we are trying to make folks

27:38

available I mean

27:40

you know I know most people try to check

27:42

the Provost website once a week or so

27:44

just to see what's heavy but if you are

27:47

curious it is posted on our website

27:49

here's what we've done here's what's on

27:51

you know the things that have been

27:53

accomplished get a sense of what's going

27:55

on we are trying to work closely with

27:57

the faculty you already saw we have

27:59

faculty representatives on the space

28:01

management committee and the Peyton

28:03

polish committee where the what if they

28:06

call their university environment we  
28:08  
have the co-chairs from the Faculty  
28:10  
Senate serve on the smaller Peyton  
28:12  
Peyton polished committee as well as the  
28:15  
larger committee so again we're trying  
28:17  
in a variety of ways to you know have  
28:21  
this be a dialogue and not just soreness  
28:25  
team saying here's what we're doing now  
28:26  
and get all the way here's this it's  
28:28  
more you know information going back and  
28:32  
forth I want to talk a little bit about  
28:37  
opportunities moving forward so the  
28:39  
University of Maine system has funds now  
28:42  
available called clap for classrooms for  
28:44  
the future so these are at a system  
28:48  
level there for IT primarily but their  
28:54  
portion of it is also for facilities I  
28:57  
think the ratio is no more than twenty  
28:59  
five percent for facilities but again  
29:01  
for the same reasons that I said earlier  
29:03  
we want to bring the classrooms up  
29:05  
together but the idea is to is that the  
29:08

catchy phrase implies we want to be  
29:11  
updating our classroom so that we're you  
29:15  
know we're contemporary least are  
29:16  
potentially thinking of about the future  
29:19  
the university means a lot meant of the  
29:21  
classrooms for the future money was 1.4  
29:24  
million dollars we spent two hundred  
29:27  
thousand of it this last summer and you  
29:28  
saw the products of some of that big  
29:31  
chunk of a went into the to the smart  
29:33  
classroom and when some of the other  
29:34  
technology upgrades that we did we've  
29:37  
spent so there's 1.2 million dollars  
29:40  
available there is a timeline for  
29:44  
spending all this money basically we  
29:47  
need to spend it in summer 2017 summer  
29:50  
2018 we want to show  
29:53  
Oh demonstrate to the Board of Trustees  
29:54  
a good return on investment for that  
29:57  
money we want so so it's important that  
30:00  
we do this in a in a timely fashion and  
30:02  
we do it in ways that we are getting a  
30:03

good return on investment that we can  
30:05  
talk about so given the realities this  
30:09  
is how where our proposal are working  
30:13  
plan on how this will move forward in  
30:16  
order to do the to plan the work for  
30:18  
2017 the summer 2017 we need to be on  
30:22  
that upon that in terms of the planning  
30:24  
right now so what we've done again  
30:28  
primarily working with the associate  
30:30  
dean's but also with the deans we've  
30:32  
asked them for their needs desires in  
30:36  
this area to get to Jeff st. John by  
30:39  
November 15 so that we have have that  
30:43  
information that again will go through  
30:46  
these processes that have outlined here  
30:48  
with information from other areas as  
30:49  
well to develop a plan for 2017 now we  
30:54  
also though then have 2018 and because  
30:57  
we have a longer timeline I don't I'm  
31:01  
going to say unapologetically we don't  
31:03  
have exactly the steps figured out of  
31:06  
how we're going to prioritize that work  
31:08



because what we want to do is have a  
31:10  
process that has relatively more faculty  
31:13  
involvement since we have more time to  
31:17  
engage in the planning process so some  
31:20  
of what we'll be doing we'll be talking  
31:22  
with Mike Scott and then the co-chairs  
31:24  
of the faculty Senate's environment  
31:28  
committee about this and problem-solve  
31:31  
on how we bring folks in we're going to  
31:33  
be doing some prep work in the interim  
31:37  
so I showed you in an earlier slide  
31:39  
slide earlier that there are a hundred  
31:42  
eleven classrooms controlled by by the  
31:46  
Registrar those 111 classrooms have been  
31:50  
surveyed people have been in them looked  
31:52  
at what technologies they've had we know  
31:55  
where the weaknesses and problems are in  
31:58  
those areas a parallel process has not  
32:01  
been done for the 148  
32:03  
classrooms controlled by departments or  
32:07  
colleges or units we want to do that  
32:09  
because we don't want to exclude those  
32:11

from consideration in the classrooms for  
32:14  
the future of dollars so starting very  
32:19  
soon right very soon the survey meeting  
32:22  
people going into those rooms you know  
32:25  
seeing what's there seeing what's  
32:26  
working gathering input about those 148  
32:30  
classrooms is starting now roughly 90  
32:36  
days it's pushing them a bit to get that  
32:37  
done but we're asking for it in about 90  
32:40  
days so with a little flex time by  
32:44  
spring semester we ought to have a full  
32:46  
survey of our classrooms as well as  
32:48  
updated information on you know the  
32:50  
renovations that have taken place and we  
32:53  
are looking then to partner with faculty  
32:55  
to work in the spring semester on you  
32:59  
know further input into prioritizing so  
33:01  
that by next fall that goes to these  
33:04  
these larger committees and they'd get  
33:07  
and you know they swing into action so  
33:10  
we develop a plan to spend out the rest  
33:12  
of the money in the summer of 2018 if I  
33:16

thought that  
33:19  
did the future  
33:38  
so we'll probably be coming back to you  
33:44  
yes a four-million system-wide of what  
33:47  
university to 1.4  
34:00  
really that's the basic information with  
34:03  
the mower and really the rest of the  
34:06  
time is just to see what your thoughts  
34:09  
are questions concerns when you see this  
34:14  
perhaps if you didn't seem like that's  
34:17  
the way works to me and so you want to  
34:19  
hear that I up what would look we do in  
34:24  
other ways  
34:29  
first of all why i guess x what a  
34:32  
compliment folks we put 101 metal  
34:35  
together we found out on friday  
34:38  
still working progress there  
35:03  
this  
35:09  
nice change  
35:11  
use eggs another jumping off point to  
35:15  
say I on the guy sites unusual that one  
35:17  
thing you're working up to the last  
35:19

minute or two that they got done I I  
35:21  
said I learned a lot of things coming  
35:23  
into this job University okay so I'm  
35:58  
gonna jam around a little bit about the  
36:00  
non-white these guys to go so from I've  
36:02  
got to do it is a great basic level its  
36:05  
usage nice so we put the money in how  
36:08  
many students are going through them a  
36:10  
little more complex level you know it's  
36:14  
satisfaction under students having a  
36:17  
positive experience in their thinking  
36:20  
how many look at that's really tough  
36:21  
right you can't they're swinging so many  
36:23  
variables intact but we want to be a  
36:26  
mindful of that and qualitative like the  
36:29  
thing that would really really be great  
36:34  
morrow I think it's always hard to draw  
36:36  
causal connections but about what it  
36:41  
behooves University going to do strongly  
36:42  
on the stretch if we can target about  
36:44  
rolling changes in the least your  
36:47  
correlation with improvements in  
36:49

teaching technology that's that will  
36:52  
have a big  
36:52  
from my point of view conversations with  
36:55  
the with the Board of Trustees again I  
36:59  
know it's hard to demonstrate but if we  
37:02  
can make at least a straight-faced  
37:05  
argument that there's a Lisa correlation  
37:07  
time to what we've done to upgrade our  
37:10  
facilities and put their teaching  
37:11  
facilities and student growth then there  
37:16  
was a problem I I have a couple of  
37:20  
things yeah we could be our life that we  
37:23  
are interesting or not I entra para la  
37:27  
is a couple of metric set for the  
37:30  
proceedings and probably up are holding  
37:33  
us kick butt campuses responsible for is  
37:36  
the net asset value of our belief which  
37:38  
is a percentage of how good our  
37:40  
buildings are which is a low number and  
37:44  
the building renovation age which is how  
37:47  
long it's been since a building or a  
37:49  
face will likely face isn't ready and a  
37:54

very large percentage of our buildings  
37:57  
on this campus and space it's a part of  
38:00  
that haven't cuddled a large a high  
38:03  
probation reach and alone and so one of  
38:07  
the things you think about when we're  
38:09  
trying to find money and especially if  
38:12  
you have  
38:13  
board of trustees for truth is what is  
38:16  
that metric of those two metrics or the  
38:18  
space that we're working it's not very  
38:21  
hard from this campus to five spaces  
38:23  
that those metrics get it grew on so  
38:28  
this question whether it's all going to  
38:30  
do the recognition like this classroom  
38:33  
see that improve the good asset value it  
38:37  
does doesn't it doesn't improve because  
38:41  
the net asset value is a ratio of cost  
38:44  
of ability minus the deferred  
38:47  
maintenance of issues you know so as we  
38:50  
as we diminish those deferred  
38:52  
maintenance issues which this room had a  
38:53  
fairly new methods 40-something years  
38:56

old passage equal lights on and so forth  
38:58  
that does increase the net asset I'm  
39:01  
very mentally with my advantage Murphy  
39:04  
but the building renovation is done it  
39:09  
does not get impacted by the this  
39:12  
rubbish yet because it's it's a metric  
39:15  
that is you know this has more than  
39:17  
fifty percent of your bill  
39:18  
then removed over a three-year period  
39:22  
but we do have a sort of a tendency to  
39:25  
apply to the space here and we know that  
39:28  
these individual spaces haven't been  
39:31  
touched in solder could use that better  
39:35  
to help us define a process well I was  
39:39  
wondering if there was an opportunity to  
39:41  
think about our are alive in terms of  
39:45  
the assessment work and whether there's  
39:47  
a connection to learning outcomes it  
39:49  
might be a little more proximate that  
39:51  
involvement so Brian do it so we have a  
40:00  
little bit of work to do  
40:13  
program assessment broader base feeling  
40:18

down to that level pretty good see  
40:22  
change  
40:26  
brymo me that Jen time is here she  
40:29  
teaches in and were like the shadows one  
40:31  
that you're doing she actually teaches  
40:33  
some horses the same course online  
40:35  
ending  
40:37  
thinking about during research about the  
40:40  
effectiveness of the different designs  
40:42  
because the cost and the capacities are  
40:44  
different in the different spaces so we  
40:47  
are trying to sort of get some some  
40:49  
basic research data about the  
40:58  
like this is I teach in  
41:14  
harga teaches large closets and us and  
41:17  
just about every department at the  
41:19  
church working toward more active  
41:21  
learning classroom and  
41:30  
long that they won not all lecture halls  
41:33  
are  
41:43  
easily walk around and got class stuff  
41:47  
in structuring class and I don't think  
41:57



in 500  
42:01  
how  
42:04  
so it needs to be some priority in  
42:06  
lecture halls that when people are  
42:08  
active in terminal days  
42:11  
to all the words that they can take  
42:19  
and this one to some degree though does  
42:23  
take a little bit  
42:30  
after all  
42:40  
duck Duck Duck dude in the second yes i  
42:44  
would say jen we've gotten awful lot of  
42:48  
feedback you know about compliment about  
42:50  
trying to dinner  
42:52  
not just sighs leads or scale needs but  
42:55  
also how people are teaching in classes  
42:57  
we're counting for more of that every  
42:59  
semester I won't pretend it doesn't  
43:02  
remain a work in progress because it  
43:03  
does but we are thinking about that and  
43:06  
you may know from your own contact with  
43:08  
student records they have been a massive  
43:11  
amount of work to try to make the  
43:13

schedule more sophisticated in just the  
43:15  
way that you're describing and one of  
43:17  
the was talking to the dean's group  
43:19  
yesterday about this a little bit and up  
43:21  
one of the Dean said you know faculty  
43:24  
member that we've said look I go to all  
43:26  
this training to be able to use this  
43:28  
smart classroom I do I should have  
43:32  
specialized is wasted training and I get  
43:34  
that because our goal is to expand the  
43:37  
number people who have the trainer Mike  
43:38  
to push pressure on ourselves to create  
43:41  
more of these and I don't want to do  
43:43  
things that say and I know you can  
43:46  
suggest this but here's the pool of  
43:47  
people you know we're teaching the smart  
43:49  
classrooms and if you're not going that  
43:51  
whole your husband  
44:03  
not currently rely on both faculty  
44:07  
associate Dean's primarily like to give  
44:10  
us input about working for students is  
44:14  
thinking like might enhance your  
44:20

some ways students are involved process  
44:24  
an estate like Professor evaluations the  
44:31  
end of the course is the is the  
44:33  
classroom which of course is being  
44:35  
taught that appropriate needs the  
44:37  
students and professors they come that's  
44:41  
okay I'll get the classroom facilitate  
44:45  
some questions like that  
44:50  
please you know we can think about what  
44:53  
I'm in Britain into one who's crazy  
44:55  
sorry Alice you're asking a student  
44:57  
represent 8,500 graduates we do have a  
45:02  
committee to students on the minutes  
45:03  
it's good it's a tough it's a top  
45:05  
candidate for that I'm just talking  
45:09  
about moving around down in fairly large  
45:12  
given were teaching style unique space  
45:15  
we get around the desk somebody else  
45:18  
pages and a project that may be  
45:20  
appropriate if the interest received  
45:22  
with students thing in the rules of  
45:29  
Professor plan the faculty can also get  
45:32

dinged into technology or something in  
45:34  
the room doesn't work and the students  
45:35  
don't always have a way of expressing  
45:37  
that other than in the course evaluation  
45:39  
so supporting your idea of potentially  
45:43  
some questions and help get a sort of  
45:46  
the environment in which the  
45:48  
STG  
45:56  
or last 10 years get some momentum  
46:02  
respect given later out of tune with and  
46:06  
wonder if this represents opportunity to  
46:08  
sort of create sort of a stable database  
46:11  
where that you're doing on these  
46:15  
broad-based surveys and you're asking  
46:17  
grandpa once this current list is the  
46:20  
valve can that's or bliss persist over  
46:24  
time to be updated because we kind of do  
46:27  
the backups are all over again each time  
46:30  
you know inquiry on unity sale what  
46:34  
yes and so it's always at home instead  
46:37  
of chair directors who are coming into  
46:39  
it separately which is a good day the  
46:41

same time getting the advantage of  
46:43  
seeing what had been out of this and why  
46:47  
just attend their this becomes more  
46:52  
stable which mean I didn't sell make a  
47:00  
living cottages on me no teletrack 2016  
47:06  
these pieces have changed and then when  
47:11  
you request more intuitive build that  
47:14  
original  
47:23  
just not a transpose compliment about  
47:27  
the work of facilities in IT an egg I've  
47:32  
been privileged to be doing a lot of  
47:33  
work the Stewart and his team these last  
47:36  
month's and I think there's probably  
47:38  
things that we could all learn in our  
47:41  
own departments and programs about how  
47:43  
they're managing things from a systems  
47:45  
point of view and I for one would value  
47:48  
opening up the box a little bit and  
47:50  
understanding how the systems work as  
47:53  
smoothly as they seem to from the  
47:55  
outside so thank you for what you're  
47:57  
doing if you can if you can share pieces  
47:59

of it with the rest of us I think that  
48:00  
could be productive  
48:15  
I  
48:24  
echoing on you're saying to us I'm just  
48:27  
amazed at work  
48:46  
even his father but slowly  
48:51  
we create a lot of questions a little  
49:03  
bit to get you but in terms I t one of  
49:06  
the parties had some some SP on capital  
49:11  
because I team has been to these  
49:13  
batteries that are that our share part  
49:17  
of material students and so I'm just  
49:19  
wondering how that is the ball  
49:23  
system is that elevates teaching yeah  
49:28  
that's a good question it sweeter so you  
49:31  
see  
49:32  
Huck will be better for which other  
49:36  
packages  
49:38  
students you so that's something really  
49:41  
big into and how  
49:44  
so we do say  
49:49  
it's more specific so Francois or any  
49:53

new heaven new associate dean goes into

50:11

potable

50:15

we should just go to what

50:25

information

50:38

is there any more projects engineering

50:41

the use of virtual labs so virtual

50:45

desktops essential for students into a

50:46

customized software packages so often in

50:51

fact of course where students have

50:54

little left to run a particular software

50:57

problematic

51:02

that continue to be part of the

51:04

discussion as I could see that

51:11

clubs for ya infected the life science

51:16

building committee is sort of thinking

51:19

that is an essential feature for the if

51:22

in your facility like that but that's

51:23

that's taking longer term something is

51:26

also known as a virtual computer life

51:28

you can basically build an imaging

51:31

sort of check out an image behind so

51:34

that you don't have to the physical

51:36

space to do that it's very popular with  
51:39  
other institutions software companies  
51:42  
and not to like it but that's a  
51:44  
negotiation  
51:51  
poly a tail in terms of coming  
51:54  
attractions to the VA another economic  
51:57  
affairs company Foreman remember I'll  
52:00  
just you have no date in November which  
52:03  
will announce plenty time ahead and I'm  
52:06  
trying my best to tell a top of the  
52:09  
campus about this primary partnership  
52:11  
with a diverse array University  
52:12  
magnetized which is taking shape as the  
52:15  
same I'm hoping by November is the right  
52:20  
time to to give more concrete  
52:24  
information but not so late that there's  
52:26  
not so opportunity for action so I'm  
52:30  
kind of looking forward to do that  
52:32  
because I'm looking forward to trying to  
52:33  
get my own head around it and it is it  
52:36  
is a work in progress but that'll be in  
52:37  
in November hi thanks a lot appreciate  
52:41



you coming  
English (auto-generated)