EDUCAUSE Host, Jason Martin: Welcome to today's educational Webinar Classroom Fleet Dashboards, Integrated Data Visualization to Improve Learning Spaces.

EDUCAUSE Host, Jason Martin: My name is Jason Martin. I'm an online event production manager at EDUCAUSE and I'll be your host and moderator for today's event. If you are tweeting, please use the hashtag Hashtag.

EDUCAUSE Host, Jason Martin: is pleased to welcome Today's Speaker Adam Finkelstein. Adam will introduce himself just a bit more in a moment. But before we begin, let me give you a brief orientation on our sessions, learning environment.

EDUCAUSE Host, Jason Martin: We hope that you'll make us the session interactive uh to open the chat click on the chat icon at the bottom of the presentation window You can use the chat to make comments, share resources, and to post questions to our presenter.

EDUCAUSE Host, Jason Martin: We encourage you to type your questions throughout the chat, and we'll try to get to all of them in our formal Q. And A. At the end and throughout the session.

EDUCAUSE Host, Jason Martin: If you do have any technical issues, please send a direct message to us by selecting hosts and panelists in the chat, drop down the sections. Recording and slides will be posted later today on the educational website.

EDUCAUSE Host, Jason Martin: Today's session we'll discuss a project to integrate and visualize many types of learning space data sets on campus, including room information.
utilization course schedules out of the audio visual equipment, learning, space, rating system scores and it tickets.

EDUCAUSE Host, Jason Martin: These data sources are typically siloed, making it difficult to accurately assess broad questions on teaching and learning spaces. Mckel University analyze the data and created digestible reports and dashboards that promoted data, democratization and integration. Allowing for data informed decisions on teaching and learning spaces.

EDUCAUSE Host, Jason Martin: These dashboards assist in proactive informed decisions about upgrades to the university’s, teaching spaces, and they guide master planning by using actionable data.

EDUCAUSE Host, Jason Martin: today's session will enable participants to begin planning visualizations of learning space data to support their own campus contexts.

Adam Finkelstein (Mcgill - he/him): Great Thanks so much, James uh uh great to be here and and uh, Jason, and and thanks for uh, the invitation from Edge cause and i'm really excited to talk to all of you today and interact with all of you. Uh, just a brief warning. We're going to use slide as well through this uh um, there'll be some peppered questions uh that i'm interested in, and i'm sure everybody's interested in talking about as well. Um! So as I said my name's, Uh, you know, Jason, said I, my name is Adam Nicholson. I'm. An associate director for learning environments here at Mcgill University. I'll talk a little bit

Adam Finkelstein (McGill - he/him): more about Mcgill in a in a few minutes. Um! My job part of my job deals with physical spaces, and the other part of my job is with digital um, and I've been involved in the So the design of physical spaces for about twenty, some odd years or so, and it's been a really fun ride, and I recognize a lot of names on here, and I'm really excited to have you all here today.
Adam Finkelstein (McGill - he/him): Um, obviously some links here. I know my link trees here if you want to connect with me. Always excited to keep the conversation going with space.

Now, um, before we start uh talking about learning spaces specifically about classrooms and things like that. I I It's really important. I think we have to to reflect on the land. Um! That the classrooms that we have are stationed upon. We're sitting upon. Um. So I really like to start today off of the land. Acknowledgment Um! And those of you that are from different territories. Uh, uh, sitting on term territories. As well feel free to put your own land acknowledgment in the chat. That's that's great. Um! I just from my perspective. I just want to say, I'm. I would like to acknowledge the land that we're going on today

is that traditional territory of indigenous peoples, including the whole dishonor and Anishinavi nations. Specifically, the Canadian Gay Haga, or the Mohawk nation here. Um in Montreal. Um, I really want to acknowledge and thank the diverse indigenous people's, Footsteps of Uh mark this territory on which we now gather, and and and Uh provides an opportunity for us to reflect on our uh connection to reconciliation uh and to the land uh in which we are currently occupying.

So uh with that, if you are interested in knowing more about my acknowledgments, I urge you to check out native land. Dot. Ca: you can do a quick search for your own hometown, and you can find out all sorts of information about territories, lines, and treaties uh the particular land that that you are a part of

um. So today, in terms of our agenda, and I want to start by talking a little bit about the Mcgill University context. We're going to spend, you know. Push forward towards a whole classroom data challenges. And why data is such a problem at the at Universities? Um! Talk about what we started to do with our data, and how we um pull bits and pieces together, and then at the end really pull together with, you know steps that you can take um in order to uh do this on your own campus because it's it's
Adam Finkelstein (McGill - he/him): So before doing that, I really want to get a little bit more idea of uh, where people are and what i'm gonna do is ask you a few questions. Um, here in the chat, and what I'm going to do is i'm going to jump uh straight to a slide or share here. So you're gonna notice that. And hopefully you'll see a slide or a window that pops up.

Adam Finkelstein (McGill - he/him): You can click on the link in the chat. It'll bring you right there, or you can go to Slider Dot Com with the number Um, or you can use the Qr. Code your your phone so like literally a hundred different ways, you can do that. Um. But um,

Adam Finkelstein (McGill - he/him): if you can please. Uh put in which state or province you're joining us from um, and i'd like to sort of see what kind of work we we get here. Um! So go ahead and do that right now, and we'll. We'll keep going with our questions here, and just a few questions.


Adam Finkelstein (McGill - he/him): Some Saskatchewan. Well, growing good. Okay? Well, wonderful. We have some from uh outside North America. Fantastic.

Adam Finkelstein (McGill - he/him): Oh, there's some Quebec wonderful


Adam Finkelstein (McGill - he/him): You're sort of taking the lead for the for the numbers here.
Adam Finkelstein (McGill - he/him): We'll give it two, few more, a few more seconds to kind of respond. So please get your uh ones in here. So you can say which which State is actually or or province is that it taken lead here?

Adam Finkelstein (McGill - he/him): Looks like California and New York, Wisconsin are going to keep keep at the top here.

Adam Finkelstein (McGill - he/him): All right. Five more seconds.

Adam Finkelstein (McGill - he/him): Okay. Wonderful. Thank you. This is great. Um. Thank you for engaging. And uh, I've got a one or two other things I want to ask you. Um. So let's just move on to the next question. I'm gonna close this one and move on next question: What's your context? Community, college, small, liberal arts, public university, private industry, or something else?

Adam Finkelstein (McGill - he/him): A lot of public universities. Great,

Adam Finkelstein (McGill - he/him): awesome, Okay,

Adam Finkelstein (McGill - he/him): fantastic. Okay. So virtually no industry that's interesting. So a few others, i'm wondering what those others are. If you want to throw those in the chat. That's great. Um, It doesn't look like we've got a lot of being public institutions or public institutions not big. That's my next question. Um, Okay, great. My last question here for the beginning is, How big is your institution? What's your fte, count like? Are you in the top end or the bottom end,

Adam Finkelstein (McGill - he/him): if you're ever, and we're going to use some slide. Oh, through this if you want to use slide. Oh, you use the Qr. Code. Go to Slider, dot Com and enter that number here two, five, zero, eight, four, nine, zero, or the link that was posted in the chat and go right to this as well.
Adam Finkelstein (McGill - he/him): Great? Okay. So we actually are dealing with mostly public lot of large universities, which sort of make sense when we start talking about data. Um, That's great. Okay. So i'm just going to move back to our our session here. Um, And then uh, we'll continue.

Adam Finkelstein (McGill - he/him): Okay, So a couple of things um that i'd like to mention. Um just about

Adam Finkelstein (McGill - he/him): background from me as to where we where i'm coming from uh, because it'll give you an idea, and I and hopefully be able to connect you with You know where we are and how we got to where we are in terms of data. Um! The first thing is just some quick info about Mcgill, Montreal, Canada, due north. Um. We're in Quebec.

Adam Finkelstein (McGill - he/him): We're pretty big. We have about forty thousand students. We have a very diverse population of one hundred and fifty different countries. As a last count, both seventeen hundred ten year track. We have two campuses, a downtown canvas and a rural campus, and by rural and Canada that means like twenty minutes outside the city of which is literally in in Cal fields. Um! We have about five hundred and fifty learning spaces depending on how you count it again. That's going to be another interesting point of discussion. About twenty two thousand seats. When you look at the whole number. Um and um.

Adam Finkelstein (McGill - he/him): The other part, which is at the bottom, which I think is really important, is, we have a two hundred year old Heritage campus. Um. We are older than Canada. Mcgill has a world trigger from the uh uh from the Queen um, and uh, or the former queen. Uh and um. You know, the role is to be the management of learning and the number of other institutions in Canada. We're actually satellites uh from megal at one point earlier, but we don't talk about that. Um. But uh, so, just to give you an idea, we're an old campus we've been around. We're brick and mortar. We have lots of different classrooms,

lots of different kinds of learning spaces, and some really interesting complexity that goes along with it.
Adam Finkelstein (McGill - he/him): Now, the next thing I want to ask you is, I want you to think about our learning spaces, and these are real examples for my campus. Um. A number of these have been replaced. But just to give you an idea of the types of spaces and what I really want to ask you is, I want you to think about this picture, and then we're going to go to Slideo and we're going to actually ask a specific question. So what I want you to do is think about. Well, what messages do these spaces communicate about learning?

Adam Finkelstein (McGill - he/him): So let's switch over our slide over a second and and just sort of come back and see. What do you think? Um, these message? What? What message do you think is being sent about these community spaces. So throw in what you think, and and let's see what let's see what kind of words we get.

Adam Finkelstein (McGill - he/him): All tough, all tools, getting big,


Adam Finkelstein (McGill - he/him): Yeah. So these are. These are great great comments. Um. And you know what's really interesting is that you know everybody says the same thing when they see these kind of pictures. The bottom right is was an old chemistry lab. Um. The other ones are six hundred lecture halls. Um. So you know, I think the the common thread here old, dated low priority dirty, you know. Old school depressing uh, et cetera. So if I if I switch back to our our picture here,

Adam Finkelstein (McGill - he/him): you know one of the things we have to remember when it comes to space is that spacecraft's expectations of behavior suggests how to act and communicate what's valued,
Adam Finkelstein (McGill - he/him): and I think that's a really important thing to think about, because space has such a large opportunity to the impact of the learning that's going on. And if we give that message when you first come into a classroom, let's say that it's old, and it's yucky, and it's disgusting. I mean, how do you want to learn? How do you have the motivation? Even start? You know when you're uncomfortable you're sitting in a space and looking for grade school or you're in a giant auditorium. You feel like you're just a number. How do you. How do you approach your? You'd say these things as a student. You feel like they're done number if you're in

Adam Finkelstein (McGill - he/him): it doesn't matter. And then, on the other side as an instructor when you walk in with giant lecture hall like that. Um, on the top left is an example. I mean your job is to talk, and the students is to listen, and that opportunity for engagement just just is really really difficult to do, and all of the stuff around space is rooted in the idea of choice architecture. And what's interesting about choice architecture when you start going looking at it, is this idea of a nudge.

Adam Finkelstein (McGill - he/him): And what's important about thinking about a nudge is that, you know, and not just basically any aspect of choice architecture that could alter behavior in a predictable way without forbidding options. So really, the idea behind something like a nudge is Well, if we have, you know um, let's say, recycling and garbage. If we make the recycling bigger than garbage. More people will put things in recycle right? Or another great example from the olden plan someway station in Sweden, where, you know if we make the stairs interactive by putting a piano on the stairs.

Adam Finkelstein (McGill - he/him): And this was actually study. They did They got sixty-eight to people taking the stairs instead of the out of the escalator. So again we got, you know, change in behavior by just presenting an opportunity and guiding people on the decision that that could actually have a a benefit to what the what we want to to them to take away from space

Adam Finkelstein (McGill - he/him): that we know connects to positive out out of outcomes of learning, or what we can do is create same old tired spaces that really don't connect to what we know about learning and promote Essentially, even if we're you know, not thinking about that. And we promoting a specific time pedagogy that we name. We may not want to be doing at our institutions.
Adam Finkelstein (McGill - he/him): So all this to say is that we started years ago about twenty years ago, thinking about space, and in these ways, and saying that as a teaching learning unit we can impact, we can impact learning by but opportunities, line by changing space. And so, if we go back to to trace our roots. Of this Is this: All started back in two thousand and five six, where we created these teaching, learning spaces, working group and our teaching Labs working group and the mandate from the provost to bring all the money together centrally to one pool to say, All right, let's create a vision for space and learning

Adam Finkelstein (McGill - he/him): and teaching and space development. Let's think about standards based on pedagogical principles, and then we would be able to steward all the funding for classrooms, lab renovations it et cetera, in the classroom. Um, And you know, this particular group had representations from everywhere on campus, so it's about forty stakeholders on these committees. Um, and it's chaired by teaching learning services. I us I meet. So I've been sharing these groups for many years, and you know these groups are amazing, and that we started at the very beginning, you know, having people thinking about their own spaces and their own areas

Adam Finkelstein (McGill - he/him): to really building a learning community over the years around, guiding space at our institution, and really attempting to improve the entire fleet of classrooms that we have. And we all started that because we started from all police on principles, we started connecting with things like the Nessie principles for benchmarks, for a a success in college, and looked at how we could, for example, create spaces that support academic challenge that supports, you know, learning with peers that allow students to interact better with faculty. Um, and that, you know, promote a positive campus environment.

Adam Finkelstein (McGill - he/him): And we took these spaces as these principles as an example started mapping these up to technologies and and and, for instance, within the classrooms that we're building. So, for example, if we're building a a spaces to support academic challenge, how could students engage with content in the classroom without having space to work, I mean, can you imagine we provide students with like a tiny little tablet for them to to engage with content. How they supposed to do that, how they're supposed to do that in a classroom, and actually engage with content; how they supposed to do that, how they're supposed to do that in a classroom, and actually engage with content. How they supposed to do that, how they're supposed to do that in a classroom, and actually engage with content. How they supposed to do that, how they're supposed to do that in a,
Adam Finkelstein (McGill - he/him): for example, learning with peers. If our seats are fixed in board positions, how can students term and collaborate they can. It's really really hard. And so what we want to do is try, and, you know, wipe a lot of these barriers out and build classrooms based on principal-based design. So these the principles we want, these, the affordances we have to do to build that. And so over time we started building really interesting spaces like we started with our active learning classrooms. And the bottom right is actually our first active learning classroom way back in two thousand, the

Adam Finkelstein (McGill - he/him): uh two thousand two thousand and eight actually where we first started a bunch of our newer one few of our newer ones at the top. Here again all this idea of what we know about learning and how to support really good design uh by building out spaces that will offer interaction collaborative learning.

Adam Finkelstein (McGill - he/him): Um. So uh uh, The The other examples that we have is we sort of took these ideas and brought them to our teaching lab. So all of our teaching lines actually look a lot like active learning classrooms. Bottom right is a chemistry lab. Top is a physics lab bottom left is geography. So all these different spaces are, are really there to be able to um support and and encourage the type of learning that we know allows for greater success and university.

Adam Finkelstein (McGill - he/him): Lastly, of course, we started bringing some of these ideas to our lecture hall, so we can take, for example, a tiered space, and turned into something that is not just a lecture hall, but also the opportunity for students to actually collaborate work together. And when you look this this picture, which is a really fun picture to look at. Um is that this is not your typical lecture hall. Yet this is a hundred seats space that allows to to actually spin around and actually face a direction and do some opportunities for some lecture. But at the same time as students work at tables

Adam Finkelstein (McGill - he/him): collaborate even on whiteboards behind, and things like that. So this is again more examples of I'm pushing it from what we know about learning to be able to work, focus on principles and then guiding it to build better spaces. Our standard classroom or idea of a standard classroom meeting. You know a space where we actually have in this case. Um rose in the front and rose in the back. Um, you'll notice. I don't know if you can
tell, but in the back. These are actually uh um uh tables and shares that are are hired out with counter height. So, in other words, what we can do is have tiers

Adam Finkelstein (McGill - he/him): within a room without tearing the floor. We can have flat rooms. We'd actually still get site, license side lines, and then still be able to convert from woes and the tables very easily. Many of you do this, and and this is kind of the idea of what a really good new modern classroom should be, or other examples, where we might have partially fixed furniture and partially movable. So we can spin and create tables, or we could spin back into what your modes back and forth. Technology wrapping the room, writing the walls. All the sort of things we want is as part of a standard operating Cl.

Adam Finkelstein (McGill - he/him): And over the years you know what that is like to us is, you know, more than five hundred spaces that we've touched for approved um. This number is actually low. It's pretty pandemic in terms of our real. It's probably about sixty million, maybe more in terms of things we've done since. Of the two thousand early, two thousands. Um! And actually I built just about every single one of those spaces has been part of those design teams. More than one thousand one hundred seats. And what we're really excited about is that this eventually worked its way up into our principles. Priorities where, in the mission, the five priorities of our our principal

Adam Finkelstein (McGill - he/him): transforming canvas faces was one of, and so that end teaching the learning was our biggest win, for how we got to where we are. But,

Adam Finkelstein (McGill - he/him): um! This is one of the questions about. You know. What are we going to do from here? And and some things we have to think about, because at the same time,

Adam Finkelstein (McGill - he/him): while we're creating all these wonderful fantastic spaces, we have still have classrooms of many qualities. The top left room, you see, here is our biggest lecture hall has been touched still the same as an example that's there. And so this is a really interesting problem, because we have a fractured student experience. We have a student experience where students are going for one part of our campus to another part of our canvas for great spaces to terrible spaces. We still have terrible spaces. Everybody does. What's happened is we've created this sort of Bimodal distribution, where we have a
Adam Finkelstein (McGill - he/him): a bunch of great spaces and a bunch of terrible spaces. And you know we've been trying for years to bring some of these terrible spaces up, and it's not easy. So the students are experiencing this kind of this odd, schizophrenic sort of approach to um classroom quality where you know they go in one space it's great they go on another one. It's terrible, and that's one of the difficult things about that that we've been, you know, dealing with and working with space. And recently, as you calls did a um a poll,

Adam Finkelstein (McGill - he/him): I might pull on challenges the learning space transformation. And if you notice, here are the ones, the top ones. Here the issues that people are bringing up is still financial resources, support from leadership, gain support from faculty. You know, developing rooms, reservation system that matches need aligning spaces with institutional plans. So again space keeps coming up, and these challenges that are here are are critical. For to be able to overcome these you move forward. Now, one of the interesting things here to think about is that the ones in bold that I

Adam Finkelstein (McGill - he/him): I I I bolded here, are directly connected to data. Because when you start thinking about it, is that well, why, Aren't, we getting support from institutional leadership? One of the main problems is that we're not. Maybe providing the data that people want to know about what's happened. You know we they have created some great new spaces, or they're being used? Or are people using the features or performances in them? Are they worth it? Like all these kind of questions are often sort of put to the way side as we move forward, and I would propose a lot of these ones in Bold are

Adam Finkelstein (McGill - he/him): directly connected to gathering the right data.

Adam Finkelstein (McGill - he/him): Now, the problem with gathering data is that it's like a drying elephant. Right? I mean, data is one of those issues or anything i'm going to do with our classroom data is like depending on how you measure the elephant. You know it's a rope. It's a wall, it's a fan. It's a sphere of snake or It's three right. You've got one group, you know, focusing on one area. You've got another group will see on another area, and everybody is coming to different conclusions, or, as everybody has their own picture, which is even more difficult, because one picture is not going to be the same as another. Picture.
Adam Finkelstein (McGill - he/him): Um, and that's one of the biggest problems of trying to figure out. How do we deal with this and data? And what do we do? Um. And so you know what with that, what I want to do is I want to get a little bit of an idea from you about what your biggest challenges. But before we do that I want to sort of
capture some ideas around those data challenges and think about these in a couple of different buckets. So a good example is that if you think of our classroom challenges that we have and that you have, I have. Everybody has um. We have a couple of different big, big, big problems to sort out. The first one is one of definition.

Adam Finkelstein (McGill - he/him): capture some ideas around those data challenges and think about these in a couple of different buckets. So a good example is that if you think of our classroom challenges that we have and that you have, I have. Everybody has um. We have a couple of different big, big, big problems to sort out. The first one is one of definition.

Adam Finkelstein (McGill - he/him): What is a classroom

Adam Finkelstein (McGill - he/him): What different types do we have

Adam Finkelstein (McGill - he/him): who decides that who who makes the call, you know. And a great example of this is looking at, let's say facilities, data as an example, it's like, Well, we have auditoriums. We have classrooms and seminars. It's like, Well, that's interesting. But But how do we decide how these classrooms are cut up like? How do you say? Well, we have this type of room or that type of room. Another good example being, is that what do you use to differentiate type?

Adam Finkelstein (McGill - he/him): Is it going to be? The furniture you put in? Is it the technology? Is it whether the layout is it flat? Is it size? So the problems that we start off with is that we have a real problem definition. There's not only is there no agreement really, within our own institutions about how to define classrooms. But there's no actual agreement inter institution Either You talk to other people as an example. Another universities about an X classroom or a wide classroom, and people are really a hard time saying, Well, what do you
mean? Well, Oh, it's flexible classroom. Okay, I think I know what a flexible classroom is. But do you?

Adam Finkelstein (McGill - he/him): Is it? Does it really mean the same thing? So definition is a huge problem.

Adam Finkelstein (McGill - he/him): Another big problem is one of roles who are the stakeholders in this data, and not only that, but who manages all this data that's being gathered? Who's in charge of it? Who updates it? Who doesn't? It? Is it something that you can work with? How do you? How do you deal with it? And who? Who are the different players involved?

Adam Finkelstein (McGill - he/him): Third,

Adam Finkelstein (McGill - he/him): Uh, what's the authoritative source for the data. Is there an authoritative source, you know, who decides uh what the classroom is called, who decides how many square foot are in there who decides who accesses the classroom? How is it presented to faculty? All these different things are are involved The different roles and then different access. And another big problem is: Well, okay, You get the information or data from let's say your registrar or facilities, folks. How do you connect it together? How do you bring this together? You know. How How do you?

Adam Finkelstein (McGill - he/him): How do you take that data in this data and match it up when you actually don't have a key that's going to work across all of them. So there's things like that in terms of access

Adam Finkelstein (McGill - he/him): analysis.

Adam Finkelstein (McGill - he/him): What questions can you ask, and what questions can you get answers to how you're gonna analyze it like when you look at this data is looking at
averages, make sense. Do you want to look at standard deviations? There’s sort of a whole analysis of data that we really need to think about. To say, you know is this something that that we can visualize is something we can even see.

Adam Finkelstein (McGill - he/him): And then, lastly, in terms of insights, You know, when you act on the data who decides on the data? Um, Who decides when you act on the data. All these sort of things are all connected together. Um. So what I wanted to do is I just wanted to pitch this back to you for a minute and and ask you, Well, okay. So

Adam Finkelstein (McGill - he/him): you know what is your biggest challenge with classroom data, and then we'll pull it to our next section, where we’re going to talk about what we did,

Adam Finkelstein (McGill - he/him): so go ahead and and pop over to slide out. Just gonna check the chat for a second for some of these questions to see if there's anything timely while you enter in uh what? Your biggest challenge with the data is.

Adam Finkelstein (McGill - he/him): So we have a lot of really interesting things school. And by and by the way, you can school and look at this on your own screen as well. So lack of standards. Um! Who these who follows collections not consistent uh keeping it updated as a problem. How is it sliced uh disparate management systems register our policing faculty and rooms, optimize for their needs? How do we do that lack of communication funding definitions, not having any data inventory of classrooms and non specific support. Info

Adam Finkelstein (McGill - he/him): um, also to multiple departments, consistency, et cetera. So we clearly have a lot a lot of challenges here. Um, which is great, And I think that's really important, because we really need to think about all these different challenges and and how we can overcome them.

Adam Finkelstein (McGill - he/him): So what I'm going to do is I'm going to provide you some ways of thinking about this that i’m hoping hoping um is going to help.
So um! What I want to do is move towards and thinking around learning space data and how it's distributed on campus, and one of the difficulties that this provides. So the first player in this is... a game, I guess we want to say our facilities so generally, and I'm going to put this data stewardship. This is sort of what happens on my campus, but I'm sort of generalizing a little bit as examples of data that facility stewards. So, for example, facilities generally steward as space inventory. They usually are in controlled typologies, like, what is the X space? And what is the why space is it for teaching? Is it for meetings? Is it for this is for that? So they generally have those ideas. Um, The project reports they're generally in charge of what's being renovated.

Um! And when you're going to spend the project of when when it's going to be available, et cetera, they usually have architectural plans, classroom sizes like how big things are accounted officially. Um. They generally are involved in space planning, and, you know, doing things like energy monitoring, et cetera.

The second player in the game is registrar, and the registrar generally stewards things like the course schedule. You know who gets booked into what space for what? The capacities which is interesting. Because wait a minute. Didn't you just say that the facilities is in charge of classroom sizes? Hmm. Well, that's interesting, so they also control capacity of the classrooms. Well, wait a minute. Who decides what's what? Well, that's really interesting question. Isn't it? Room utilization. How often rooms are used based on some metric that is, often changes from depending on which register we talk to um, and then, of course, there's room table, which is sort of like the features, because the register needs to know what's in the room, so that they can put people in those rooms correctly, and then Ultimately, registrar's are usually in charge of...
strategic enrollment in one way or another, like which programs are growing. What size are we going to need, or do we not have as an example,

Adam Finkelstein (McGill - he/him): the third player in this game is usually it or itv is what i’m going to call um, and their dear data storage usually has to do with things like classroom ad assets. What's in the room, with what projectors and what you know, what screens are available, et cetera. They usually have things like evergreen schedules, like what should be replaced when they often, in my case, often have things like instructions on how we use things like classroom meeting. Um. They often deal with support tickets and support what problems we have,

Adam Finkelstein (McGill - he/him): and they often have classroom forward as well. I'll go into this a little bit later in more detail.

Adam Finkelstein (McGill - he/him): Um! And then, of course, there's teaching the learning and and so in my case i'm saying that teaching and learning often in my case i'm not in all cases, but in our case, as state or stewardship over a couple of things, and you might have something similar. Um, They're learning space rating system. We did the rating system. Nobody else did know. In other areas. Maybe facilities did it. Um space typologies. We have our own ideas about what space should be called what classroom photos. We take our own phones as part of our projects. We know the project costs and tracking because of the way that our universities

Adam Finkelstein (McGill - he/him): set up with our our to teaching learning spaces, working, that's governing all these ideas, and then things like, who does innovative teaching in X classroom, we generally would know, because we deal with faculty. We do with you data, classroom research, faculty and development.

Adam Finkelstein (McGill - he/him): So you can imagine There's like these four different players that are all pulling at the data in different places. And what the problem is is that we really need to transition between siloed duplication and singular focus, where each person has copies of these things, doing their own thing to something where the data is connected. The duplication and systems focus. We really have to broaden it to make sure that we focus on the larger scale as opposed to this smaller scale. And what we can do with that?
Adam Finkelstein (McGill - he/him): Um. So you know the the with that. What I want to do is generally with these four examples. I'm going to now ask you a question to see. Okay, Um,

Adam Finkelstein (McGill - he/him): What's your area of responsibility based on these examples? So what i'm going to do is i'm going to share my screen over the slide. Oh, again! Um! And I'm going to just see what you say in terms of what's your area responsibility for the people on this call today. Where are you from? So the it teaching learning, register facilities,

and you can also check off more than one, because i'm betting some of you do a bunch of these things.

Adam Finkelstein (McGill - he/him): and you can also check off more than one, because i'm betting some of you do a bunch of these things.

Adam Finkelstein (McGill - he/him): and you can also check off more than one, because i'm betting some of you do a bunch of these things.

Adam Finkelstein (McGill - he/him): All right.

Adam Finkelstein (McGill - he/him): Keep going all right. You got some good numbers here.

Adam Finkelstein (McGill - he/him): Keep going.

Adam Finkelstein (McGill - he/him): Keep going all right. You got some good numbers here.

Adam Finkelstein (McGill - he/him): Keep going all right. You got some good numbers here.

Adam Finkelstein (McGill - he/him): Keep going all right. You got some good numbers here.

Adam Finkelstein (McGill - he/him): So a great deal of of av, and it, although teaching learning is growing now too um to seem to sort of be the top uh top two on the call here. Um,

Adam Finkelstein (McGill - he/him): So a great deal of of av, and it, although teaching learning is growing now too um to seem to sort of be the top uh top two on the call here. Um,

Adam Finkelstein (McGill - he/him): So a great deal of of av, and it, although teaching learning is growing now too um to seem to sort of be the top uh top two on the call here. Um,

Adam Finkelstein (McGill - he/him): So a great deal of of av, and it, although teaching learning is growing now too um to seem to sort of be the top uh top two on the call here. Um,

Adam Finkelstein (McGill - he/him): So a great deal of of av, and it, although teaching learning is growing now too um to seem to sort of be the top uh top two on the call here. Um,
for small facilities,

Adam Finkelstein (McGill - he/him): facilities, data, sources. So let's talk about a couple of examples. So from my perspective, a lot of these i'm going to show you our screenshots of what we have in our facilities. Now it might be different for you, but this is, you could probably generalize a lot of these different things. The first are things like project schedules, so obviously our facilities spoke to something called unifier Um, which I I know very little about I'm. Not a facilities person.

Well, what this does is it allows us to get exports of all of our current projects. What's being built? When is it being built? So that idea of you know what's being upgraded, And when a lot of those run through our facilities groups, another example is like all of our architectural plans. Architectural plans are part of their systems and facilities and charges architectural clients. Um. In addition, they're also in charge of things like virtual walkthroughs of Matterport, which you may or may not have on your campus, where you can wander your way through a building virtually which is extremely useful to be able to have a

Adam Finkelstein (McGill - he/him): to in terms of being able to see actually what's in those rooms. If you can't get to a space as an example. So those are just three examples of the types of data that we can we can look at with facilities. So let's think about Register

Adam Finkelstein (McGill - he/him): Register. We have our schedule. In our case we're using banner. We have a banner schedule. We have our schedule of what's being booked. When the second thing is a good example is room table features about what is actually in the different rooms that we're looking at.

Adam Finkelstein (McGill - he/him): Now, you might think. Hmm. That's interesting. So your registrar has a access to the data that it has. So you know which projectors are where? And I would say to you, ha, ha! Access to the data? No, they don't have access. They have a copy of the data, and they have a copy of it sitting at a spreadsheet, so you can see already like. Oh, dear, you can see some head scratching, going like, really. Oh, my goodness! That that's a
bit of an interesting commander to look at. Oh, Okay, So room table. That's interesting and enrollment data. Oh, well, that makes sense to.

119
00:32:55.690 --> 00:32:58.900
And the moment data, statistics, things that the registrar would only have.

120
00:32:59.430 --> 00:33:28.159
Adam Finkelstein (McGill - he/him): What about it. What does it have access to? Here's some examples from from my perspective or from our perspective. Well, it has tickets, those we use the system called Itsm a lot of users as well. This is like the ticket system from the university. We actually can find out how many tickets are coming from different rooms or about different rooms, support issues, et cetera, all that's locked great. So we have I Tsm, in terms of tickets. Now, does everybody use? Its No, just it does. But at least we have it related things that are part of our itsm tickets.

121
00:33:28.270 --> 00:33:41.769
Adam Finkelstein (McGill - he/him): And then, of course, we have asset data. Oh, interesting. So it has its own list of the assets. So does that mean? It goes part of the central inventory that is connected facilities and the registrar. So everybody knows what's in the spaces. No.

122
00:33:42.370 --> 00:33:52.899
Adam Finkelstein (McGill - he/him): So again you start to see where Okay, things are starting to get a little confusing here that we have multiple people with hands in different pops and duplication of data and different places.

123
00:33:52.930 --> 00:34:11.700
Adam Finkelstein (McGill - he/him): It also has classroom instructions. We have photos that are here. We have in, you know. Again, we have an equipment list of here and instructions I'm. Using the equipment. Oh, that's really interesting. So are these photos in like a central repository that we can share between units and use. No, no, they're not their copy of phones. Okay, it's great. At least we have a copy of the photos.

124
00:34:11.710 --> 00:34:18.199
Adam Finkelstein (McGill - he/him): But again, you're starting to see some of those problems crop up about duplication of data and trying to figure out how to connect the dots.

125
00:34:18.590 --> 00:34:48.569
Adam Finkelstein (McGill - he/him): Now, in terms of teaching and learning. We have access to a couple of different sets of data that we've been gathered with years. Some we've created some. We've, you know, had access to and collated. One of the examples is a learning space rating system. So we have been very heavily involved, I mean, I'm. One of the authors learning uses rating space rating system. So it's not surprising. Um, that there's some of that uh uh connection that we're doing. But we, for example, took the learning space rating system, and we actually did it on our entire campus. Um. Now, what the learning space rating system is, is it?

Adam Finkelstein (McGill - he/him): It measures the potential for any space um to support active collaborative learning. And if you're understood, you can go to learning space for you. System org it's part of the part of edge of cause you'd be downloaded. It's all free. Um! It's basically the idea of a lead which is kind of like lead in terms of environment lead, but but for teaching and teaching, and actually in collaborative ways. So if you look at the learning space rating system, it's split into two sections versus part eight which deals with your campus. So things like, Do you have a support system

Adam Finkelstein (McGill - he/him): on campus? Can faculty, pick up a phone and get help from any place on campus. Is there a faculty development program that is available? Um, do you have a planning process? Is there a stakeholder committee? All these sort of things that go into Is your campus prepared to be able to sort of it? Um, uh improve your learning spaces, and what it does. It gives you scores, and you can take these scores and do lots of things with them. You can use them as ways to leverage changes your own institutions. Say, Hey, we're not doing really well on this, and you get points for this. Why, Don't, we

Adam Finkelstein (McGill - he/him): in you know, institute a a stakeholder committee because a stakeholder committee has got a great examples, and this is something that we should do at our university, not just because somebody else did it, but because it's part of a an independent system that's being able to rate your your campus readiness to be able to support a learning spaces. Um. But also What I should point out is that all these different sections on the website have um research, backing, or articles that support all the different areas and Part B, which is a separate part, really talks about the performances of specific spaces something

Adam Finkelstein (McGill - he/him): like environmental quality. I do have access to windows from a classroom as an example because we know that natural light as an impact on learning Um, do you have the ability to sort of change your environment lay on the furnishings. Do we have the types of furniture of a lot for active collaboration as an example. Um, technology tools. Do you
have like two source rooms or multi source rooms. The ability to wirelessly connect things like that, and the last section which is new, which is on inclusion. You have spaces that support cognitive inclusion, use spaces that support physical uh inclusion, uh ensuring that there's ideas of universal,

Adam Finkelstein (McGill - he/him): and that you don't just have the accessible space, the entire room successful as an example, things like that. So there's lots of different opportunities to to look at how you can use that um to leverage uh data on your own institution. So what it does do is get you, for example, uh rooms, and then score sheets, and you can get score sheets, and you can ultimately get scores that allow you to actually pull this data into something. So it's great. Now, I've got scores for rooms to give you the idea of how the potential how good a room can be uh for active and collaborative. One

Adam Finkelstein (McGill - he/him): other data that we have in terms of teaching learning is, we actually keep a classroom renovations list. And we know, for example, all of the new rooms that we've built, and how these rooms connect to our principals on the right side, so you could say, Well, here's how it connects to layout. Here's how it connects to flourishing and user connected technologies. And so this website at the top. Here are our are things that are that are are available um to be able to to uh uh uses data points uh, But again, you're noticing things like, Well, wait a minute using this kind of duplication. Yep,

Adam Finkelstein (McGill - he/him): there's more duplication going on.

Adam Finkelstein (McGill - he/him): The last example I wanted to provide. Is we also do all of the faculty development. So that means we have access to testimonials. We have access to faculty. We know who's teaching in the room, not just by name, but actually by what they're doing in those faces. So again, we have yet another part of the elephant trunk, or of the elephant, I should say um to be able to say, Oh, well, that's that's great, that that you know. But how do we sort of bring it all together?

Adam Finkelstein (McGill - he/him): So again, Um, Let's let's look back at here our learning space data and think about. And I thank you for some of the comments here in the in the uh, in the chat, and there's a I'm going to return to a bunch of these things as we as we get to our little moment i'll pause um, but a couple of more things I want to mention before we get into some of
the data and examples is that um, you know, if we look at our four different areas, facilities registered teaching and learning a an itad. These are what most of you have at an institution. Now, in your Institute

Adam Finkelstein (McGill - he/him): there might be three areas, because maybe teaching learning is part of the or maybe it's part of teaching learning. Or maybe there's some other cacophony of of setup. Um. But really the whole point being is that these are the players of who has the data, and who you really need to speak to and connect to in order to bring that data together. Now, what's really interesting? And I don't know if you picked up on this. But there's one player that isn't mentioned. Does anybody know what that player is?

Adam Finkelstein (McGill - he/him): I'm going to throw it in the chat? What's what? What did I mentioned in terms of the player of learning space when who's another player here?

Adam Finkelstein (McGill - he/him): Ah, okay. So now we're talking about faculty and students. Now, this is interesting, because technically, if we're looking at this faculty and students are not data stewards for any of the data we're talking about. They're actually the primary users of spaces of these spaces. But what's really interesting is the big missed discussion Here is how academics interface with this these sort of four quad of line space data, and the reason why I want to bring this up is because

Adam Finkelstein (McGill - he/him): academic. The academic mission of the University and the academic side of the house often makes decisions that is using pieces of this data, but has often incomplete pictures. So one of the problems here is that you might, and I'll give you an example

Adam Finkelstein (McGill - he/him): with the scenario, and I I bet you this doesn't happen to anybody. It's probably just a a good thing where a department says, Hey, we're going to increase this course by like twenty. Um, Okay, Register, find the space to put it in. It's all ready to go, and the register goes. But we don't have a room that fits that big. Oh, well, you have to work it out.
Adam Finkelstein (McGill - he/him): I mean my! Am I the only person on the planet where that happens? Um, I suspect Not

00:40:28.990 --> 00:40:49.580
Adam Finkelstein (McGill - he/him): um. But what this is one of the challenges is that you know. How do we deal with that? Where there's many scenarios where academic decisions are driving. Our academic uh academic choices are driving these decisions, but these decisions are not necessarily based on the data that we have. So we've got a two sort of

00:40:49.590 --> 00:41:16.639
Adam Finkelstein (McGill - he/him): part scale. Here, here is like, How can the academic side of the house make decisions without good data? And how can how can we provide that good data so that they can make decisions sort of like this balance back and forth. So it's not just that wouldn't it be nice if learning space data was better managed and and had a better view and better connected. It's that there are decisions being made every day by leadership at our institutions without data,

00:41:16.760 --> 00:42:06.419
Adam Finkelstein (McGill - he/him): and I think we need to let that sink in for a moment. It's that, you know, in a situation where we're universities. We're based around academia. Everything that is done in research at our university is based on data and based on ensuring that the data is correct and accurate. Yet we make decisions all the time with running space without even knowing what that data is.

00:42:06.460 --> 00:42:18.379
Adam Finkelstein (McGill - he/him): And that's worse, we might even have the data and then ignore it, which is even worse. And so this is something that I already see in the chat like it happened to me last week. It happens all the time. So you know we can say Well, no. The academic shouldn't be making that decision without consulting the register. No, the registrar could be making the decision. Not that we we can argue about who should be making a decision back and forth. The reality is, it's a joint decision, and we can't very well talk about that being a problem if we don't have the data to support and back it up.

00:42:18.550 --> 00:43:00.769
Adam Finkelstein (McGill - he/him): And that's something that we have to have to look at. So um! You know what we need to think about in in terms of um. That data is the grief cycle, because right now, at this point
Adam Finkelstein (McGill - he/him): I have a feeling you might be um at some point in this. What I'm calling a data grief cycle. So just to pair with me for a second. So apologies to Kubla Ross. Um. But what I'm going to do is provide you with a framework here where

147
Adam Finkelstein (McGill - he/him): I can guarantee at any part in looking at this data, you're going to go through these stages of brief. The first is denial, which is, I can't believe

148
Adam Finkelstein (McGill - he/him): I can't believe we don't have this data or worse. I can't believe this data looks like this. I mean, I can't believe that no one is keeping this data. I can't believe that this data is sitting on someone's hard drive in their computer, and the spreadsheet is what people are making decisions. I can't believe it. I can't believe it came from. So first is denial.

149
Adam Finkelstein (McGill - he/him): The second is anger, you know. Oh, my God, they're making decisions based on this. What is wrong with the University? How could they possibly do that? You know? That's their second stage. That's there. Third is overwhelming depression, like all my goodness like, there's so much data. Nobody's talking to each other. We can't even get in the same way. But I'm confident how we ever gonna manage this, How can we ever get to something better

150
Adam Finkelstein (McGill - he/him): next being bargaining. Okay,

151
Adam Finkelstein (McGill - he/him): I think we could kind of get there. But maybe not, you know. Maybe maybe what we do is I just gotta reach out, and maybe if I reach out to the register I'll get friends, and I'll take them out to dinner. I'll be able to get and work through that data and then eventually to acceptance where we can kind of get to a safe scenario where we have the data, we're gonna manage it and work with it. Now I'd love to see that I'm completely in the acceptance part of this brief cycle. But I sometimes, like Sisyphus, slide up and down the this, this sort of this curve on the right um, and I'm hoping that that you'll be able to sort of uh at least laugh a little bit as we're going through

152
around gathering data.

Adam Finkelstein (McGill - he/him): So you can see that we have lots of different problems. You can see we have tons of data all over the place. Let me give an idea of what we did in order to pull it together. So what we did is we started looking at. Okay, what are all the questions and things that we need to do? How can we pull data from different places and then be able to move it into a ball and sort of like, turn it into some sort of new piece of sculpture. And we Basically, use power. Bi: You can use tableau any other type of data representation tool. But there's a lot of precursors to get there. You've got to talk to your facilities grouping.

Adam Finkelstein (McGill - he/him): You can export that data, and you have to know well what are the fields in that data, hey? They're using fields that make absolutely no sense to us. We have to make sense of them. And then Registrar is going to spit out. Its feel to. Oh, wait a minute. So you're saying that the facilities and Registrar Don't, actually share the same data set. Yeah, they don't share the same data set. So that's a really interesting question. Um, And it's a really interesting question. Because if you just ask the question, and I would suggest you. Try this in your university. Find out how many classrooms you have,

Adam Finkelstein (McGill - he/him): and I bet you money that, depending on who you ask you're going to get a different number. Now you'd think that the number of classrooms that are university would be a fixed point. It isn't,

Adam Finkelstein (McGill - he/him): and that's something we have to think about. And all of these things of teaching and learning the rating systems itv We've got to figure out ways to connect all that data together and make it work. So what we did is we took all this. We started mixing it together with Power Bi, and we came up through this idea of sort of a fleet operations dashboard. And so what I want to show you here is this idea: Where with power. Bi: We've got all the data and pushed into a ball,

Adam Finkelstein (McGill - he/him): knowing that we had problems with, How do you create a data key across all these different units. There is literally no unique. Id number that we could use other than just the random string. What we ended up doing was things like room and building connected together into a new field became our data key, so we could actually connect it. But that's something we made up. So you know, these are sort of complex problems. We
have to think about other things here as well as we have. You know you can see in different parts of this this dashboard. You know the top left here is coming from facilities. The top right is coming from a

Adam Finkelstein (McGill - he/him): where we have. How many incidents, What are the open incidents. Rip will know. Believe that. Who's teaching in the room again? That's coming from the registrar? We have things like. Is it temporarily scheduled? When was it renovated again things that are coming from our data. What is the room? Utilization of the space? Where is this Geo location data? How many meters squared per student again coming from facilities. What's the learning system? So all of these are kind of pulling together in a dashboard that you can look at.

Adam Finkelstein (McGill - he/him): I you to try. And this yourself is, you know. Think about your questions and your data sources and start, you know, drawing diagrams like, okay, to find out which rooms are most heavily used when we need information from facilities in the registrar to find the average cost for of our classrooms. Well, we're going to need facilities it and teaching we. We're all going to need to work together on that. So we here are the different sources that we have to look at. So this kind of mapping can be really helpful to be able to do that,

Adam Finkelstein (McGill - he/him): and something I urge you to do in your own campus.

Adam Finkelstein (McGill - he/him): Once you start doing that? Then you could start looking at pulling it all together and stirring cross cuts and tabs. So here's an example of something where you're looking at, saying, Okay, let's look at our our Lsrs sub score. So these are the environment, the layout and flourishing, and the tools sub skills with our our classrooms and looking at it by side. So we'd say, Oh, well, what's really interesting is that actually, as the rooms get bigger, our technology scores go up. Oh, that's kind of interesting. But look at what happens here is that when we look at layout and flourishing scores, they drop like a stone.

Adam Finkelstein (McGill - he/him): So that means, you know. Look how low this score is, so almost anything. Over a hundred seats are lay on refreshing scores are looking really rough. So these are examples of things that you can start to ask. But then you think well wait a minute. You know. Cross, kind of by by number of students is, is probably not enough. Let's look at it a different way. Here's another way of looking at it. Where, if, for example, we use um our own
kind of a typology. So in this case an auditorium which is really like a big giant auditorium lecture halls which are tiered spaces,

Adam Finkelstein (McGill - he/him): flat spaces that are big platforms are small and active learning classrooms, I mean. You can see, of course, that the Alc's clearly come out on top amongst all of them, looking at the scoring. So you know, again, it gives you ideas of like, Actually, these are really great rooms. But the problem with just looking at data like this is that when you look at averages you really run into issues, because that means like a twenty percent on one and eighty percent is going to average out to something in the middle, and that's not going to really give you enough. So you really got to look at that issue of not just average, but also looking at that whole

Adam Finkelstein (McGill - he/him): uh idea of spread. You know what's our spread? Do we have a really a big um examples of good and really big examples of that across the room across our rooms.

Adam Finkelstein (McGill - he/him): Then, of course, looking at things like ever greeting analysis like we're able to pull together and say, Okay, here all of our buildings and rooms and capacity, and guess what? We just found out that all of our larger rooms are running at a capacity that's really problematic. Well, that's interesting. And then starting, look at Av. Updates and saying, Well, how much of our fleet needs to be actually renewed as an example. Well, we can look at and say, Well, actually, a good fifty percent of our fleet needs more, as I have more than seven year old av. Oh, boy, we got a lot of things to work on here in order to pull this forward. We still have a lot of av that's actually fairly.

Adam Finkelstein (McGill - he/him): And then, when you start looking at that by capacity, it's like, Oh, the smaller rooms are some of the ones that are in the bigger problem than the larger ones as examples. So all these things pull together to to make it interesting, and and being able to sort of get to um data that you can provide to leadership, to to help make some decisions. And here's a really great example.

Adam Finkelstein (McGill - he/him): This one is kind of a really finding graph in some ways. What this is looking at is looking at capacity, and it's looking at utilization
Adam Finkelstein (McGill - he/him): and seventy percent utilization is generally the norm in Quebec in terms of you're supposed to be using room seven of the time. What this what this graph showed us uh and showed senior leadership is, by the way, all of our rooms that are over, you know, around one hundred or so are overbooked,

Adam Finkelstein (McGill - he/him): and all of our rooms that are under let's. Say seventy-five, are underbooked So that means we have a fit test problem. We have a problem where our course sizes don't match our classrooms. So we, you know we need to go back to some ideas about how are we going to fix this problem? And so this is, you know something that when you talk to your registrar they will tell you. They know they're like. This is a problem. This is a problem. But if you you start looking at the data, it's very hard to sort of see. Oh, I see what the problem is. We're running these rooms of like ninety-five percent utilization

Adam Finkelstein (McGill - he/him): Then there of course, other cascading problems going. Well, if you want a room at this high, a number, how are you supposed to take any room over two hundred offline?

Adam Finkelstein (McGill - he/him): You can't, because the rest of the system can't make up the slack. If you had everything running at seventy you probably could take up that slack so it, you know It's interesting. Is that fit test sort of bring some example. This is why it's so hard to renovate some of our largest spaces, and this is why people keep saying that they can't find species for classrooms. It's just that the size that you're looking at is wrong and wrong is a really relative term. So then we get all sorts of questions of who drives what? And how do we get to some

Adam Finkelstein (McGill - he/him): um questions of where to go from here?

Adam Finkelstein (McGill - he/him): So you know, I think what we learned here is that when it comes to people you know, you need leadership. You need a group like ours to to help at least push some of these ideas forward to say, we need to get around team. We'll talk about this. You need cooperation. You need to. It's already working together. Do this, and you need those relationships. I mean, we're working on ten years of of relationships, build relationship, building
that we've been doing at the gill with our rich star with our it people with our uh facilities, and we're kind of like the glue between them all. And we, you know, make everybody play nice.

Adam Finkelstein (McGill - he/him): We need to have clear roles, responsibility and accountability. Whose job is it to keep this data up, you know, Once we pull this dashboard together, it's not live. It's not acquiring the day alive. We've got an update problem. How are we going to manage that as an example? Um,

Adam Finkelstein (McGill - he/him): Absolutely in terms of um, our issues here so and then, of course, our The third bullet here, which I do want to mention is that academics and operation men are often drastically out of sync. And we need to, You know, one way to do this one way to bring that sync together is to use data that both groups can sort of think about and go. Look, here's the problem. What are we going to do? And it sort of have that negotiation between the two

Adam Finkelstein (McGill - he/him): technology. We need better definitions. We need better connections on this data.

Adam Finkelstein (McGill - he/him): There's tons of disconnected, duplicated and ugly, disgusting data. It's really difficult to look at um. And again I, you know, Remember that grief cycle. So keep in mind. You gotta get through that um, and there's also an analytic skills gap like. We need to have personnel at our institutions that can really analyze this data appropriately and not get to the wrong delusions based on. Let's say you're looking at average and not looking at actually the median, or looking at average by looking at the standard, deviation and things like that.

Adam Finkelstein (McGill - he/him): And lastly, with our process. It's clear. Start small, and go slow. This is taking us like two, three years of working through this to get to where we are. And now we're here finished up with what we need to do. Look for questions you can answer, not once you can't, and then, of course, the last two bullets I love. This is that you will find things that you didn't want to find out, and and some that nobody wants to hear. But the the third piece here is that you also find things You've always wanted to know. You know that this is a problem, but you never had the data to show me do that. That's what this can do.
Adam Finkelstein (McGill - he/him): So ultimately. Where can you start? You can start with What are your questions? What are the data sources you have access to. And how can you get access to other sources that you're looking for? How can I connect to them, and how can I visualize my results. So if you look at all of those for you to start to bring those together to be able to do some of the things that we're talking about today.

Adam Finkelstein (McGill - he/him): Now i'm really hoping that you do um, and then you continue, and that you start to pull this data to it together. Um! And with that we're starting to wrap up towards the end, and I want to make sure we get to some of these questions. But I want to thank you for all of the pieces today. Um! To talk about our our stages through our dashboards. Um, again. This is something we could talk about for hours. I'm happy to connect with anybody. Uh, After this we would like to talk about more about this data. Um! And before you go I do wanna make sure that uh we address uh uh, one other thing with our slide over here.

Adam Finkelstein (McGill - he/him): Um, I do want to make sure we we capture um.

Adam Finkelstein (McGill - he/him): We capture. Uh Oops, Let me just make sure that there we go Um! That we capture. You know what your biggest take away from what from today is um, and i'd like to just bounce through a couple of these questions that have come up over time. Um, let's see. So here we've got a couple of David roads that would love to hear about new spaces and how their traditional lecture calls for future builds. You know a lot of that comes to the process of ensuring that you have evidence that actually these spaces can be uh effective, especially when you're looking at the difference between a lecture hall

Adam Finkelstein (McGill - he/him): and uh active learning. Classroom doesn't mean electrical is bad, but you know, when you start looking at lecture halls, it's it's like their hammers that are for every male on campus, and what we're really looking at with, especially with these active and collaborative spaces, is to be rebalance our fleet a little bit better than We currently have
Adam Finkelstein (McGill - he/him): other examples of questions here. Talking about discussing accessibility. Again, I think. Address with that with the committees as well. Um. Definitely something in terms of physical inclusion. We need to keep in mind.

00:54:46.720 --> 00:55:01.559
Adam Finkelstein (McGill - he/him): Um, how do you identify um groups of learning space data? So the groups we identified those four groups are basically the major players on campus. When it comes to space you might have a slightly different group of them, but but mostly it's those four that are involved.

00:55:01.710 --> 00:55:29.679
Adam Finkelstein (McGill - he/him): Um, I You're right, Lisa didn't mention flex space. If you're looking for great examples. Flex Base is the way to do it. That's definitely something to look forward to um, and i'm sure, Lisa, you could throw the the link in the chat there as well. Um and um, you know rich uh all great to see here. Rich um, you know it's not just classroom size, but time of day absolutely, and that's a huge problem as well. And that's also a great analysis that can come out of that fit tasks. You can say, Well, wait a minute. No one is teaching it. Friday at three o'clock.

00:55:29.690 --> 00:55:35.439
Adam Finkelstein (McGill - he/him): You know we need to rebalance our fleet. We need to do a better job. How are we going to bring that together? Um.

00:55:35.450 --> 00:55:57.190
Adam Finkelstein (McGill - he/him): Other examples here that I can see is uh, when to use hybrid and help capacity. This is a really good question, and one of the things we've been thinking about is well to deal with that over, since for over capacity problems, maybe some of those big rooms we take actually online for a year. If we're going to do renovation so absolutely looking at alternative modes to trying to figure out how they met, how to manage. That is absolutely critical.

00:55:57.200 --> 00:56:14.839
Adam Finkelstein (McGill - he/him): Um. And um! What data systems. Are you doing Well, The only data systems we're doing is basically power. Y: I mean, that's basically everything that they're working on, and what we're pulling it, together with you can use tableau. There are tons of other systems out there that can do this. Um! It really depends on your own skill. Set within your institution.
Adam Finkelstein (McGill - he/him): Um classrooms outside the central pool is a real problem, and I think that's one of the key things that comes up when you start looking at this data, and you start finding out that there are classrooms outside the central registration system that are all running in parallel. There are shadow systems running under people's desk. The more you peel away at this onion. In some cases the worse it gets. So it really is something you have to work at, and you can deal with that data if you can get access to it. So it's not.

Adam Finkelstein (McGill - he/him): It's so bad that someone else let's say, has a list of classrooms that they're scheduling. But if you can't get access to the data and they don't exist, and that's something that's really important to look at

Adam Finkelstein (McGill - he/him): room types. You know, this is a really good problem with room types. We we didn't. When we talked about room types, we essentially looked at what we could, and and worked with our committee to kind of come up with some ideas and put it in our standards. The reality is is, nobody has any great sort of uh standards when it comes to room types. And actually, I was thinking that one of the things that we really interesting is to talk to edge of cause to find out. Could we crowdsource this? Could we all agree on some room type examples, and maybe we can use that as a way to actually

Adam Finkelstein (McGill - he/him): our data to make it easy to connect with other institutions would love to kind of do that as an example.

Adam Finkelstein (McGill - he/him): Um! And the last one I hear I can see is the staffing. So what are the staffing that we've done So I can tell you that I've done this with one Ft. Who worked on this, maybe a quarter to a half time uh, and myself maybe part of my time as well. A lot of it is really, and just getting access to the data and and and working through that um which is really really difficult to do. Um! And I I I really want to. I really want to address this this poor person. That, said I wasn't in despair. But I am now

Adam Finkelstein (McGill - he/him): that that just makes me feel I hope I didn't give you a, you know. Make it all a horrible horrible day. Um, but I think it's okay. You're just at the beginning stage. You're in the depression. Well, don't worry. You just have to do little work, and you can get to the next piece of bargaining, and then maybe you can get yourself to accept it. So please
do not be depressed. And remember that cycle that we've got here is really really critical and important. To make sure that that you know there is a stage you go through. Yes, it's. It can be depressing. It can be horrifying.

Adam Finkelstein (McGill - he/him): And you know one of the other things. I remember one of the Provost a few promo ago I had a conversation with, and we talked, You know, we talked about, he said. You know we run a billion dollar business sometimes like a corner store,

Adam Finkelstein (McGill - he/him): and it's a really interesting to reflect on that. You know it, you know. Higher Ed, just like any other industry is is wife. With that kind of like, you know, we should drum the hip, going from whatever we think, and not going from the data that we should be um. And I think the real message, if there is anyone today, any big overall message today is that Don't despair. You got to start somewhere, and once you start somewhere it leads to the next, and we send next. And there's a really nice way of trying to pull this together, and what's great about pulling the data together is that

Adam Finkelstein (McGill - he/him): usually people Aren't going to fight you like our registrar is just as excited pulling them together as we are our facilities folks in eight. Ild love that we're helping pull this together, and that's an a really important point is that everybody wants to make better decisions. Nobody is out there to try and make bad decisions with bad data. Everybody wants good data. So the real question is, how can we make that happen.

Adam Finkelstein (McGill - he/him): And so what I do want to do is is i'll scan for uh any further um uh any further questions. Um! And i'm gonna pull up this last piece as we get to the top of our hour. Um, which is a big, big, big Thank you. Um, I thank you for being kind, as I expose the underbelly of some of our own work. Um, it's not easy to sort of admit that sometimes our data is not that great, and we're doing our best, and we need to do better. Um! So I thank you for for for allowing me to do that. I thank you for uh

Adam Finkelstein (McGill - he/him): um being patient and kind. Um, but just keeping. Remember, I love this quote: One of my favorites is thinking about, you know, learning, environments or access points for changing, teaching and learning and things like bringing data together, can change teaching and learning at the institution. And that's why we do. What we do is we really want to change things. We really want to make things better. And I would love to, to,
to, to propose that, you know, data is a great way to do that, and I think there's a lot of things that everybody can do moral to start to bring you sort of things together.

201
01:00:29.410 --> 01:00:40.110
Adam Finkelstein (McGill - he/him): So again, thank you. This is again my link tree. You want to grab me. I'm gonna look at the chat for a minute here to see if there's uh any quick other things I can uh answer um

202
01:00:41.650 --> 01:01:10.650
Adam Finkelstein (McGill - he/him): questions on all confirming room Usage? Yes, booking them and teaching remotely. This is a really interesting new problem as a result of the pandemic and something we're trying to figure out. Um. I had a really interesting conversation with a Company, Narevo Ribo. I think it is that's doing some research where they're using Mike and audio pickups to determine if talking is happening in a room, and where it's happening in a room which means you could actually scan your campus to a certain extent. And look at where room is is busy.

203
01:01:10.660 --> 01:01:38.179
Adam Finkelstein (McGill - he/him): In other words, there's talking going on. Those are really interesting ideas of things that uh, uh, you could work with. Uh That' be really fun. Um! And you know again. Uh, um! I thank you all for all the great comments here. And uh, i'm gonna look through some of these other comments. But if you want to stick around. I I guess the my question is uh, and Jason is uh we're at the top of our hours, so I guess we're sort of at the end of our session. But i'm happy. I'm happy to stick around a little bit and uh answer some more questions uh uh people would like,

204
01:01:38.920 --> 01:01:55.680
EDUCAUSE Host, Jason Martin: Yes, thank you. Uh! You are incredibly consummate and engaging, and I really appreciate the great dialogue and discussion. Um, we will leave the room open for just a few moments, but I do want to go ahead and close out our formal recording. Um. As you can see, there are fantastic comments of appreciation in the chat for you there, Adam

205
01:01:55.690 --> 01:02:07.560
EDUCAUSE Host, Jason Martin: Um, on behalf of education, and all of us. Uh, thank you so much for joining us. A short uh feedback poll has uh been launched in our put place into the chat. Please feel free to give us your feedback. We really do appreciate it.

206
01:02:07.570 --> 01:02:19.949
EDUCAUSE Host, Jason Martin: Um! And then the sessions recording and presentation slides. As many of you have asked will be a post to the event site later today, and you can share those with your uh resources and recording with your colleagues.

207
01:02:19.960 --> 01:02:32.379
EDUCAUSE Host, Jason Martin: We also hope that you'll join us for our next edge of Cause Webinar on November fifteenth, at one Pm. Building a personal brand with Charlotte Harris on behalf of Educational I'm. Jason Martin. Thank you so much for joining us today.