

CLASSROOM ADVISORY SUBCOMMITTEE
MINUTES OF MEETING
OCTOBER 10, 2011
Morrill Hall Room 300

[In these minutes: Office of Classroom Management overview; general purpose study space initiative; committee business]

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions or actions reported in these minutes represent the views of, nor are they binding on, the Senate, the Administration or the Board of Regents.]

PRESENT: Susan Wick (Chair), Ozayr Saloojee (for John Comazzi), Toni Pangborn (for Jeremy Todd), Jeff Lindgren, Peggy McCarthy, Barbara Jensen, Jed Overmann, Kevin Smith,

REGRETS: Keya Ganguly, Patricia Schaber, Roberta Juarez, Brad Cohen

ABSENT: Gordon Duke, Emily Bramschreiber

GUESTS: David Crane, classrooms facilities coordination manager, OCM

Professor Susan Wick called the meeting to order and welcomed those present. She asked the committee members to introduce themselves.

Committee Orientation

Professor Wick reviewed the Classroom Advisory Subcommittee's (CAS) charge and noted that CAS no longer reports to both the Senate Committee on Finance and Planning and Senate Committee on Education Policy (SCEP), but is now only a SCEP subcommittee. Professor Wick also discussed the roles of committee members and the importance of communicating with colleagues and bringing issues of concern to CAS. Dawn Zugay, committee specialist, University Senate Office, provided the committee with an overview of the University Senate governance structure and the subcommittee's role. Her presentation included:

- Organization of the University Senate and its committees
- Role of subcommittee members
 - General and ex officio
- Committee options for action including: statements, resolutions, and creation or amendment of policies
- Process for bringing a resolution from the subcommittee to SCEP, and to the University Senate

Overview of the Office of Classroom Management (OCM)

Toni Pangborn, classroom support manager, OCM and Dave Crane, classrooms facilities coordination manager, OCM provided CAS members with an overview of OCM. Ms.

Pangborn discussed the mission, areas of focus, and key goals, and provided the committee with a handout outlining these areas. She stated OCM's mission is to:

- Manage and develop formal and informal learning environments as the primary point of contact and single point of responsibility for centrally managed learning spaces
- Advocate for student and faculty needs within learning environments
- Collect, support, utilize, and distribute data to promote efficient use of University resources

She stated OCM was established to deal with wide ranging issues in general purpose classrooms. OCM responsibilities include the physical environment, technology in classrooms, the University's course database, the scheduling of courses, faculty support and coordination of maintenance in all general purpose classrooms and central study spaces on the East Bank, West Bank, and St. Paul campuses. She noted a key goal of OCM is to provide faculty and students with information regarding all general purpose learning environments and she pointed out the services and information available on the OCM website. Ms. Pangborn highlighted OCM's current work on general purpose study spaces and active learning classrooms. She also pointed out key support services such as the classroom support hotline.

Summer Projects

Next, Mr. Crane discussed infrastructure projects completed by OCM over the summer.

- Folwell Hall reopened with 28 general purpose classrooms, three student study spaces, increased building accessibility, and integrated teaching and learning spaces
- Ackerman Hall – reopened with new HVAC systems throughout the building and new finishes and card access
- Humphrey Center – renovation of classrooms 20 and 30 including carpet, paint, replacing chalkboards with markerboards, and updating the technology to include widescreen projection, HDMI laptop sources, and installation of document cameras.
- Auditorium lighting – in partnership with Energy Management, OCM improved lighting and energy performance in Murphy 130, Rapson100, and MCB 3-120. This will help meet upcoming federal mandates requiring removal of all incandescent lights.

Professor Ozayr Saloojee asked if OCM works with stakeholders and programs that utilize the classrooms when it updates them, and whether OCM must follow certain mandates (such as environmental mandates) with regard to the finishes it installs. Mr. Crane responded that OCM utilizes a 23-point performance matrix in its updating process and is interested in tying its work to educational programs. He noted a program that OCM had collaborated on with students from the College of Design.

Professor Wick asked how the demolition of Westbrooke Hall affected the availability of classroom space. Mr. Crane stated there was not a loss of general-purpose classrooms, but any time a building is lost, it changes the supply and demand balance for classrooms. OCM creates contingency plans for the loss of classrooms.

Mr. Crane also noted OCM's work to increase classroom accessibility on the St. Paul campus with installation of proper door hardware and card access. Five buildings were updated with remote locking control. Jed Overmann asked how classrooms are designated as general-purpose classrooms. Ms. Pangborn explained that OCM only operates in a few spaces south of Washington Avenue and that many departments maintain departmental classrooms because they have special requirements that can not be supplied by the general purpose inventory. She also noted that if a department is underutilizing space it might be repurposed as a general purpose classroom.

Technology Updates

Ms. Pangborn discussed the following updates to technology performed by OCM

- Life cycle updates performed in 32 rooms, and video projectors were replaced with widescreen capability where possible.
 - HDMI connectors were added in most updated or new construction rooms
- The slide projector room count was reduced by 50 percent.
 - A small inventory of classrooms with this feature are maintained to support faculty requirements
- The number of rooms with a document camera feature was expanded. Overhead projectors are being supported only in rooms with out document cameras.
- Video conferencing equipment was added to Humphrey 25. This is a pilot project in partnership with Public Affairs and the Office of Information Technology.

Update on General Purpose Study Space Initiative

Mr. Crane stated OCM was tasked by the Provost with applying the OCM model for classroom oversight to centrally controlled study spaces. OCM met with stakeholders including students to determine their needs. And in 2011, using one-time funding, it began implementing improvements and launched its branding initiative.

Mr. Crane provided the committee with power point slides listing the 20 study spaces that were renovated in Fall 2011. Some of these included:

- Biological Science Center 15
- Borlaug Hall 341, 359, 369
- Ruttan Hall 10
- Nicholson Hall 1
- Folwell Hall 7, 27, 111
- Blegen Hall 317
- Wilson Library 78

Mr. Crane next discussed the goals for the study space such as stewardship and maintenance, improved utilization, and ensuring appropriate technology and infrastructure. He also discussed the results of a survey of student needs. Some of these included quiet, power outlets, safety and security, and individual study space. Mr. Crane also noted the need to raise the visibility of the new study spaces and improve communication about them. One way that OCM is providing information about these spaces is by participating in Welcome Week. OCM is also promoting the study spaces through a branding campaign that utilizes color, icons, and standardized finishes to help students identify spaces that are open to them. Additionally, OCM is partnering with the

Libraries and University Dining Services to maintain their study spaces after those units close for the day. Mr. Crane also provided the committee with before and after photos of several spaces that had been renovated and noted the new spaces are providing students with an alternative to sitting on the floor in the hallways.

Mr. Crane stressed that the renovations were accomplished through one-time funds and OCM will now have to maintain the new spaces with a decreased OCM budget. He stated it would be necessary to establish an operational budget for maintenance and repair and a project budget for renovation and development. He also indicated the need for additional staff to support administration of study space.

Committee members discussed the importance of informal learning spaces and noted the need for close convenient spaces following formal classroom instruction. They also noted the high use of informal spaces in STSS and the College of Design. Professor Ozayr Saloojee stated he would like CAS to advocate for additional funding for the new inventory of study space. Professor Saloojee also encouraged OCM to see green space as an extension of informal learning space and consider investment in furniture for outdoor study spaces.

Agenda Topics 2011-12

Professor Wick reminded CAS of its work on the issue of final exam scheduling and noted she would be meeting with SCEP chair, Professor Tom Brothen about the topic. The committee briefly discussed the difficulties of indicating whether a final exam would be administered in the case of multi-section courses. Ms. Pangborn noted that Sarah Kussow would be meeting with the committee in November to discuss policy changes to the course scheduling process.

Professor Wick then reviewed the following list of potential agenda topics with CAS.

- Update on research and evaluation of the active learning classrooms.
- Follow up on recommendations to SCEP re: final exam scheduling
- OCM Funding
- Updated classroom scheduling policy and Fall 2012 course preparation
- CLA pilot projects regarding curriculum review and its impact on classrooms
- Update on scheduling initiatives
- Summer 2012 University & Classroom Projects
- Future Building Closures & Impacts

She asked whether committee members were interested in taking up the topic of the CLA pilot projects on curriculum review and their impact on classrooms. CAS members were not aware of these projects, but thought it might be valuable to receive more information. No additional topics were suggested.

Hearing no further business, Professor Wick adjourned the meeting.

Dawn Zugay
University Senate Office

