

CLASSROOM ADVISORY SUBCOMMITTEE

MINUTES OF MEETING

September 24, 2012

Morrill Hall Room 300

[In these minutes: committee orientation, OCM update, OIT update, Disability Services and classroom accessibility update]

[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: Patricia Schaber (Chair), Aisha Ahmed, Brad Cohen, Barbara Jensen, Roberta Juarez, Jeff Lindgren, Peggy McCarthy, Errin McIsaac, Kevin Smith, Christine Swartwout, Jeremy Todd

REGRETS: William Garrard

ABSENT: Nathaniel Anderson, Keya Ganguly

WELCOME AND INTRODUCTIONS

Professor Schaber called the meeting to order and welcomed those present. She asked the committee members to introduce themselves and state their constituency. She expressed that after attending the committee chairs' orientation, she was reminded of the importance of shared governance and having a voice.

COMMITTEE ORIENTATION

Professor Schaber first read the committee charge and then reviewed the senate organizational chart. She explained that the committee will report to SCEP regarding issues that impact the faculty, students, and the University as a system. She would like to hear from each ex officio member and then have the committee identify three or four topics they can impact. The September meeting will serve as an overview and topics will be chosen in preparation for the October meeting.

She reviewed the charge and then asked Jeremy Todd, director, Office of Classroom Management (OCM), to address the committee.

JEREMY TODD, DIRECTOR, OCM, DEPARTMENT UPDATES

Mr. Todd directed the committee's attention to a handout he distributed, which listed the updates he discussed.

He began by giving a brief history and overview of OCM. The department was created when the University changed from quarters to semesters in 1999. His department's charge specifies that there must be a single point of accountability for all general-purpose classrooms and student study spaces, across the West Bank, East Bank, and St. Paul campuses. OCM is not a system-wide office, however the department does references and reviews for the coordinate campuses.

- In the spring, the RFP looked at replacing the scheduling system. Currently, R25 from CollegeNet, is used to schedule all general purpose and departmental classroom spaces on the Twin Cities campus; Duluth had their own license. The goal is to operate with a single license on a web-based system. They are in the process of purchasing the software and will implement it for the fall of 2013.
- He then began to discuss the classroom updates. Every year the life cycle requirements are reviewed in terms of the furniture, infrastructure, and technology. The life cycles, or time frames, are then reviewed by room, building, and then across the entire University system. The funding comes from a general-purpose classroom cost pool, which is determined by the number of registered students per course.
- This past July, a loan of 2 million dollars was granted through central accounting to look at immediate replacement needs. Mr. Todd attributed this funding in part to the work of the committee and thanked the members for their work. The fund will be spent on specific projects:
 - Furniture Updates: Seating was replaced in Keller (3-111,115 and 125), seating replaced in Kolthoff (132-140) and seating & lighting replaced in Vincent 16.
 - Next summer Borlaug 335 and 365 will be updated.
 - Through a partnership with Facilities Management, Willey Hall auditoriums will have a partition removed and OCM will determine if the seating can be replaced.
 - Partnerships have been essential for the updates and OCM will continue to seek them in the future.
- Components of rooms are replaced on a certain life cycle based on their use. For example, if a room uses 800 hours of lamp light ~~or hours that the room is used~~, they will fail around the third year. Certain rooms receive a high number of updates because they are used frequently.
- This summer, HDMI was added as a digital input. The classroom systems are developed for faculty and students to bring their own devices. They are now looking to add adaptors for mini display port connectors for users that do not have an HDMI port.
- Apple TV expansion: Apple TV was implemented in Appleby 3 and expanded to include Fraser 102, Vincent 16, and STSS 114, 118, and 412. This feature was developed in partnership with the College of Education & Human Development and utilizes the services of the Office of Information Technology. Apple TV enables users to display presentations from an iPad or Apple computer using a wireless network. Contact Instructional Technology Coordinator John Knowles

for more information. The goal is to improve teaching and learning and make the interface more intuitive.

- Regarding student study space renovations, communication has been a focus to make students aware of the locations of the study spaces. First, the spaces were highlighted with a gold pushpin on the interactive campus maps. The department is currently testing a system that allows students to use the Google interface, their current location is automatically found, and the adjacent study spaces are located. Funding was made available for the following updates:
 - The former Forestry Library in Skok Hall on the St. Paul campus was renovated and converted into student study space. The new space has 150 seats, including lounge seating and group tables. Additionally, CFANS will be putting an advising office into the space. There is group seating and student meeting space. This was made possible by a partnership with CFANS, Libraries, and the Dean of Undergraduate Education.
 - Additional seating in the form of a lounge and armchairs was installed late in the summer of 2012 in the Willey Hall atrium, bringing the capacity from 81 to 139.
- In examining the best use of space, Learning and Environmental Sciences R285 and Rapson 47 were converted back to departmental spaces due to expanded research or needs within the building. Departmental spaces include laboratories, theaters, and studios. Dr. Schaber asked how departmental classrooms would be incorporated into the new scheduling system. Mr. Todd explained that the University has an Office of Space Management, which uses a coding system, HEGIS. The departmental classrooms are managed and funded through departments, they are on the R25 system, therefore, OCM monitors time and seat utilization and shares this information with department chairs and deans. His department also coordinates the sharing of spaces between different departments. When the new scheduling software is implemented, OCM will perform system maintenance to enable the coordinate campuses to focus on scheduling and facility maintenance.
- Mr. Todd responded to several questions regarding scheduling.
 - He reiterated that departments are responsible for funding the maintenance of departmental spaces. At times, departments must seek grants, outside sources, and partnerships, as they are not eligible to receive the general classroom funding. Classroom Technical Services is an ISO, or a business unit within the University and they sell their services to the OCM and individual departments.
 - Some departments like the AHC and Barker use R25 for scheduling, however, it is through a departmental interface, therefore, OCM does not schedule the classrooms. OCM still maintains the software and provides support.
 - Rochester uses the Twin Cities R25 but they schedule separately.

- Brad Cohen commended the OCM and added that the STSS building is gaining international attention because of the integration of student services, the variety of learning environments, and the standards for engineering and construction. He is excited about the progress and has hosted several visitors from around the world including faculty, students, and classroom designers. He values the visitors for their feedback and questions, which drive progress even further.
- Professor Smith pointed out that there is a disparity in the quality of spaces across campus. As a result of this disparity, he inquired, has demand for the new spaces increased, and decreased for the old spaces? Mr. Todd responded that at this time, a majority of the individual classroom updates will require an entire building update in terms of fan systems, asbestos abatements, HVAC upgrades, and increased code standards. This does not include the necessary seating and technology upgrades.

Professor Schaber introduced Brad Cohen from OIT and pointed out that there is a Senate Committee on Information Technology (SCIT) and asked Mr. Cohen to state his opinion of the roles of CAS and SCIT.

BRAD COHEN, ASSOCIATE CIO ACADEMIC TECHNOLOGY, OFFICE OF INFORMATION TECHNOLOGY

Mr. Cohen began by pointing out that the University is unique in the separation of the OCM and OIT, and the existence of a technology ISO within the OCM. Historically, the central OIT provided networking for all of the technology within a classroom, while everything in the classroom was managed by OCM. This relationship is changing because the classroom environments are changing.

Apple TV is an example of technology that requires OIT and the OCM to have a greater partnership to understand and enable the service. The active learning classrooms created a challenge for the OCM because they do not provide desktop support; therefore the room was created to allow laptops to enter the space. This raised the question of how to manage the laptops. The short-term solution was to have OIT provide a laptop cart service and manage the laptops for the students and faculty. The “bring your own device” classroom environment has developed the OCM and OIT partnership.

In response to Professor Schaber’s earlier question, Mr. Cohen stated that he and Scott Studham, vice president and CIO, Office of Information Technology, are speaking next week with SCIT regarding the movement to align the IT community. For this movement to succeed, they need a governance process to deliver institutional priorities. Mr. Cohen stated that he is present to identify trends and communicate to the president the priorities of the University regarding the investment of IT. He understands that the IT community is complex, but he will be happy to speak to the committee regarding what IT investments are being considered at the University.

Mr. Cohen began to discuss trends he has identified.

- The need to ensure there are sufficient wireless access points is a result of the growing number of people that try to access the wireless from unique devices. Many of the devices are smartphones and tablets.
- The need to advance cell phone coverage on campus including classrooms and below ground. Many people access the wireless network because they are unable to get reception. In general, the need for cell phone support is growing.

He described the implementation of the iPad initiative by the College of Education and Human Development, which required OIT and the OCM to identify the spaces where the faculty would be teaching. They were able to prioritize the installation of wireless access points to ensure the students were able to get the service they needed. He requested the advance notice of similar projects to ensure OIT and the OCM could prioritize accordingly.

- He then went on to ask the committee if they see a need for synchronizing or connecting spaces. How many spaces need to be connected? Or do we need multi-point connection and how much? What quality is needed, does it need to be a high-end experience or is Google Hangout acceptable? A member mentioned connecting to international classrooms via video conferencing. In response, the challenge was raised that OIT does not have control regarding the technology and support at the remote site.
- Another trend he has noticed is the movement towards a virtualized environment, in which people can access applications anywhere and anytime. For example, a student in design who needs to use a CAD program, currently only has the choice to purchase the software or work in a lab. In a virtualized environment, the student can access the software from any device by logging in. This technology is emerging, but still very expensive. This environment will raise issues in terms of support: How can OIT support a device that they do not own and perhaps have never seen?
- Faculty practice is evolving rapidly and he is excited to see very unique, discipline driven technology needs. How can the discipline-specific needs be communicated to the IT community to enable investment?
- Ms. Juarez stated that she wanted to ensure that projects are reflective of the technology that is needed by people with disabilities. For example, participating in lectures from a remote location and capturing the lecture to be replayed by those that have difficulty taking notes and including captioning for those that cannot listen. Mr. Cohen, asked if lecture capture is a priority? He pointed out that solutions driven by accessibility concerns often benefit the entire student community. Lecture capture can help students that find the instructor to be difficult to understand.
- OIT is focused on consolidating help desks. There are over 72 help desks on campus, which creates redundancy and a less than optimal support experience for those on campus. This also prevents OIT from identifying widespread issues that need to be solved. For example, at the beginning of the semester, OIT was unable to identify a large-scale issue because it was distributed among several help desks. The issue was resolved in four days, but had it been identified earlier, may have only taken a matter of minutes.

In interest of time, Professor Schaber introduced Roberta Juarez, coordinator, Disability Services.

ROBERTA JUAREZ, COORDINATOR, DISABILITY SERVICES

Ms. Juarez presented issues identified with the physical access to classroom spaces. She has been part of the University staff since 1993 and has seen great changes since that time. Her role with Disability Services has changed and she now spends time working to improve physical access on campus. Previously, she spent time working with students that had physical or mobility conditions and often changed up to 12 classrooms each semester to meet the needs of students with disabilities. With accessibility progress, she now has to only move one or two classrooms per semester.

Ms. Juarez is involved with the planning and renovation of spaces across campus. She ensures spaces meet code and strives to encourage design that exceeds code. The limiting factor in this process, in her opinion, is often the desires of faculty. For example, the STSS building has tiered seating that is very limiting for those that cannot negotiate the tiers. Despite meeting code, the seating choices are still limited for those with accessibility issues. She finds these issues difficult to accept, especially in new spaces that will remain for a significant time before changes are made.

Ms. Juarez also works with Facilities and the OCM on remodeling classrooms. She points out that seemingly simple modifications that would facilitate access can trigger a cascade effect of costly changes. There are still classroom buildings that lack elevators, which is limiting to both staff and students. Scott Hall and Nolte Center are scheduled to have elevator installations complete by 2014. She would like to see the inclusion of power doors on every classroom. Power doors are not required in many instances excluding exterior doors, vestibules, and one restroom per building. She strongly supports power doors because of the independence they afford those with disabilities.

Ms. Juarez believes current projectors in classrooms will accommodate captioning and capturing, however, she asks, is the faculty trained to use this technology? She has encountered situations where faculty members do not want to use the captioning because it detracts from the aesthetic quality of the presentation. Mr. Cohen asked if Disability Services offers support to faculty regarding captioning and text-to voice, voice-to-text. Mr. Todd pointed out that the use of gaming in higher education is increasing and this, too, will present a challenge in regard to accessibility.

Professor Schaber stated that she would like the committee to select issues they would like to move forward with by the end of October. Mr. Todd thanked the student representatives and emphasized the importance of the presence of the student voice in governance.

ADJOURN

Hearing no further business, Professor Schaber adjourned the meeting.

Jeannine Rich
University Senate Office