CLASSROOM ADVISORY SUBCOMMITTEE

MINUTES OF MEETING
April 22, 2013

[In these minutes: Departmental needs for flexible classrooms; Classroom capacity and utilization; Future agenda items.]

[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), Brad Cohen, Barbara Jensen, Errin McIsaac, Peggy McCarthy, Kevin Smith, Jeremy Todd, Christine Swartwout

REGRETS: William Garrard, Roberta Juarez, Jeff Lindgren

ABSENT: Aisha Ahmed, Nathaniel Anderson, Christopher Isett, Katherine Kroph, Thomas Wolfe

WELCOME

Professor Schaber welcomed those present and called the meeting to order.

SCHEDULING PRESENTATION

Mr. Todd provided members with the following information before the meeting:

- Scheduling presentation: includes data and recommendations from Ad Astra
- Scheduling report: provides background for each metric and details for each campus
- Study space presentation: overview of General Purpose Study spaces, history and some work to date.
- Draft of the recommendation for study space funding

He explained that Ad Astra Information Systems, LLC has been selected for the new University-wide classroom scheduling software system. A contract was signed Friday, September 28 and implementation is underway. The goal is to be fully implemented for fall 2013 scheduling.

He further explained, as part of the implementation, Ad Astra was contracted to conduct an academic course scheduling check-up, which is a combination of two services: Space Capacity Management Study and Historical Course Demand Study. The goal of the check-up is to help each campus quickly analyze key capacity and efficiency opportunities. Furthermore, Ad Astra will assess how our institution is performing in

these areas compared to similar institutions. Ad Astra has enabled the University to have live data updated at the same time in both Ad Astra and PeopleSoft, which prevents conflicts. The system is web-based, as opposed to a desktop application, and licensed for the entire system.

He then used a PowerPoint to illustrate the following topics:
- UMN Strategic Checkup Goals
- Typical Strategic Issues
- Typical Schedule Building Process
- Course Offering Complexity
- Scheduling for Student Success
- Strategic Checkup Approach
- Course Offering Analysis
    - Ad Astra offered a consultation package that highlighted areas of strengths and weaknesses in the current scheduling process. Their approach analyzes course offerings and capacity to create high-level change. The report provided benchmark data against other institutions that use Ad Astra.
    - They made recommendations for reduction, elimination and addition candidates solely based on the data, not program requirements.
    - They suggested that 40% of courses scheduled in fall 2012 have seats added to meet waitlist demands. They further recommend using historical data to automatically offer the courses based on previous demand and meet faculty needs, capacity demand, and student graduation plans.
- Capacity Analysis
    - Ad Astra defines primetime as 10 am- 4 pm. They analyzed the schedule on the full day of 8 am-10 pm, which OCM historically analyzed 8am-5pm because there are not many evening classes.
    - The University is in the 83rd percentile for classroom utilization during primetime.
    - Classroom utilization varies by size category during the 24-hour primetime.
    - Active Learning Classrooms receive, on average, a 10% higher utilization.
- Capacity Management
    - There is very high off-grid meeting pattern usage in classrooms during primetime meeting patterns:
        - 74.26%(Highest Measured) of usage for all classrooms.
        - Very High off-grid "waste factor" - 2,252 hours or 27.34% of all classroom capacity is wasted (4th Percentile).
- Capacity Management Opportunities
    - Evenly utilize all Classrooms at 50% across the 70-hour standard week.
        - Result: Balance scheduling across all Classrooms (11.51% capacity increase, or 6,048 students).
    - Limit Off-Grid scheduling of Classrooms during primetime from 74.26% to 20% and waste from 27.34% to 5%.
        - Result: Eliminate waste inherent in off-grid scheduling (22.34%

capacity increase, or 11,741 students).
- o Reduce primetime scheduling in Classrooms to 50%.
  - ▪ Result: Move activities in Classrooms from primetime to reduce prime ratios of 51.88% (3.62% capacity increase, or 1,905 students).
- UMN Strategy Options to Evaluate
  - o Course Offering Efficiency Strategies:
    - ▪ Evaluate elimination candidates for degree requirement impact.
  - o Course Offering Student Access Strategies.
  - o Capacity Bottleneck Strategies.

Professor Schaber noted that there is not necessarily a need for new buildings if existing space is used more efficiently. Mr. Todd commented that there are spaces that should not be included in the inventory because some do not meet codes and compliances. Members moved on to discuss the findings of the report:
- Mr. Todd clarified that design of rooms was not explored beyond the categorization of Active Learning Classrooms.
- The transition from 49-50 seats represents a code requirement change of needing two entrances into the space. This explains the larger number of rooms with seats in the 25-49 seat range. There is greater demand for rooms that seat 75-100 students than is available in the inventory.
- Mr. Todd met with six colleges and informed them that the new software allows models to be developed for departmental classrooms.
- The recommendations for adding course sections to meet student demand involve adding sections throughout an entire day. Students can then take required courses to meet a four-year graduation plan.
- The number of courses that are hybrid or completely online should be measured over the next few years to compare classroom usage.
- There are 17 general purpose Active Learning Classrooms, one departmental, and one at Duluth that was not included in the data because it was not completed at the time.

SCEP MEETING REPORT

Professor Schaber presented the Statement on Funding for Student Study Space to SCEP in March and it was voted to go forward to the FCC in the fall. She discussed the concerns of SCEP:
- Will the inclusion of study spaces in the General Purpose cost pool detract from general purpose classroom maintenance funding?
  - o Mr. Todd stated that some of the study space funding could potentially come from project funding through the Provost's Office. The total square footage of study space equals only 10% of existing classroom space. The impact would be minimal to the classrooms but great to the study spaces.
- What would be the next step in converting the cleaning schedule from open corridor space to study space?

- o Ms. McCarthy responded that funding would be needed for staffing. This would be discussed during the annual budgeting process.
- The usage of study spaces is not currently monitored and generally they cannot be scheduled.
  - o A faculty member noted that the spaces could not be used as an expansion of the classroom because this would deprive other students of access.
  - o Mr. Todd noted that some study spaces are scheduled for events after 5pm.
  - o The website of the map that marks study spaces with pushpins was displayed: http://www.classroom.umn.edu/studySpace/FindStudySpace.html.
  - o The Libraries and Unions are not denoted with pushpins, but that could be an option in the future.
  - o Random surveys of usage are taken at the beginning of semesters by taking a head count.
  - o Members discussed gathering data to assess the usage of spaces during classes. If the spaces are empty, the study spaces could be reserved at certain times.

TOPICS FOR 2013-2014

Professor Schaber stated that the role of the committee would benefit from a closer relationship with SCEP because she does not want to duplicate the work of SCEP. Members noted that the committee does not receive charges from SCEP because they form their own subcommittees. Mr. Todd stated that IT has Communities of Practice that include broad stakeholders from across the system. He believes this would be a more personally informed model regarding learning environments. Mr. Cohen suggested dissolving CAS and on an as needed basis create subcommittees from within SCEP.

Members discussed the possibility of broadening their scope to learning spaces in general, involving classrooms, digital spaces, and any spaces that expand the classroom. Should a committee be working, or will a community of practice reach the community better?

Information is not easily communicated throughout the system. Innovation needs to be shared across the system and avoid containment, especially when considering improvements made to the learning experience.

Hearing no further business, Professor Schaber adjourned the meeting.

Jeannine Rich
University Senate Office