

# CLASSROOM ADVISORY SUBCOMMITTEE

## MINUTES OF MEETING

February 24, 2014

[In these minutes: Learning Space Master Plan Discussion; Future of CAS Discussion.]

[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, Mary Jetter, Peggy McCarthy, Daniel Orth, Connor Schaefer, Maria Sera, Kevin Smith, Susan Staats, Jeremy Todd

**REGRETS:** Roberta Kehne, Jeffrey Lindgren, Christine Swartwout,

**ABSENT:** Christopher Isett, Thomas Wolfe

## WELCOME

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

## LEARNING SPACE MASTER PLAN DISCUSSION

At the November meeting, Mr. Cohen mentioned that some institutions have a Learning Space Master Plan (LSMP). Mr. Todd explained the development and purpose of a LSMP using a PowerPoint that he distributed via email:

- University of Minnesota's Active Learning Classrooms: begins with a faculty vision for teaching in a new way. The University selects two locations to create pilot classrooms for active learning with the support of academic leadership. Consulted best-practices from similar SCALE-UP initiatives at other campuses, and researchers at the University carefully monitor and evaluate the use of these pilot classrooms. The research findings are then shared broadly in journals and at conferences, and the short video of the spaces in action goes viral. As the benefits become clear, the university decides to take these pilots mainstream and builds ten Active Learning Classrooms ("ALC") in STSS, creating the largest concentration of such spaces in the U.S. (Felix, Brown Educause 2011)
- What's Next?
  - How do we build upon the success of STSS?
  - How do we become leaders in leveraging physical learning space, whether formal or informal, to promote engagement and advance teaching and learning?
- Creating a LSMP
  - A LSMP provides new partnerships, a vision, and a commitment to our faculty and students to guide the creation and management of 21st century

learning spaces that befit the caliber of the University of Minnesota and that provide inspiring and exciting environments for learning.

- Elements of LSMP
  - Summary of existing conditions: inventory space, technology and shortcomings.
  - Guiding principles: basic concepts that help guide decision-making.
  - Plan for creating, managing and operating learning spaces
  - Recommendations for improving the learning environment: providing increased flexibility and correctly sizing learning space for efficient instructional delivery, designing space to integrate/accommodate technology, and environmental updates (mechanical and electrical infrastructure, improving the quality of indoor air and lighting, and upgrading finishes).
  - Research, evaluation and faculty development: recommendations for funding and incorporating elements into the operation and planning of learning spaces.
  - Upgrading the technology infrastructure: classroom technology, on-line/web instruction, and organization.
- New Opportunity
  - The Center for Educational Innovation will be lead by Mr. Cohen, reporting directly to the Provost 50% time, maintaining ACIO for AT role in OIT.
  - Mr. Cohen explained that the goal is to create a coordinated support model for faculty and students in learning spaces. They want to proactively develop a strategic vision that advances teaching and learning. The Center will utilize a highly coordinated service delivery model that will consider online and physical learning spaces.
  - Members commented that this Center would be very helpful in strengthening connections between units and encourage innovation.

Members discussed the following points:

- Discipline specific spaces will encourage the faculty to innovate, but spaces that have general active learning attributes will also be useful.
- Members noted that spaces that are created within department silos represent missed opportunities for collaboration with units, like OCM, that could lead to innovation.
- A member noted that department ownership and isolation of spaces is a barrier to efficient use of space and active learning space expansion.
- Spaces are documented on campus, but the data related to the codes assigned to spaces does not align with the reality of how some spaces are being used. Use codes have not been updated consistently.
- Members agreed that a LSMP would benefit the University. An inventory of learning spaces both formal and informal would be the first step.
- Mr. Todd mentioned the possibility of an enterprise asset management tool, but it will not be considered for a few years.

- Professor Schaber commented that Facilities Management would have an informed perspective on space utilization.
- OCM, Capital Planning and Management are potential constituents to be involved in a LSMP.
- An inventory would be the starting point for creating a LSMP and tying this effort into the current Strategic Planning process.
- Members discussed how discipline specific spaces, or the lack of, reflect a level of commitment to teaching and learning.

Mr. Todd offered to share with the committee what the formal Community of Practice has done in terms of an inventory and potentially their recommendations on next steps for completing an inventory of formal and informal learning spaces.

### **FUTURE OF CAS**

Professor Schaber explained that the committee reports to SCEP and that she sees the role of CAS as being in transition because learning spaces are changing. Members agreed on the fact that they see a purpose for the committee and would like to consider the following topics in the future:

- Examining the reporting structure of CAS.
- Developing guiding principles for a LSMP. For example, what is the vision of the University in 2025? How will learning spaces be managed in this future learning landscape?
- How to make general purpose classrooms into active learning classrooms equitably.
- The need for a thorough inventory and elements of learning spaces that should be included.
- Involving students in gathering input on what they perceive as barriers to learning in spaces.
- Incentives and support for teaching and learning innovation.
- The National Science Foundation Learning Spaces Collaboratory guide: Planning for Assessing 21st Century Spaces for 21st Century Learners included information from the U of M and can be found at: <http://www.pkallsc.org/assets/files/LSCGuide-PlanningforAssessing.pdf>

Hearing no further business, Professor Schaber adjourned the meeting.

Jeannine Rich  
University Senate Office