

CAS

MINUTES OF MEETING

April 28, 2014

[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), Kevin Smith, Bradley Cohen, Jeffrey Lindgren, Peggy McCarthy, Daniel Orth, Maria Sera, Kevin Smith, Susan Staats, Jeremy Todd

REGRETS: Christopher Isett, Connor Schaefer, Christine Swartwout

ABSENT: Mary Jetter, Roberta Kehne, Thomas Wolfe

[In these minutes: Learning Space Master Plan (LSMP) principles document discussion]

Professor Schaber called the meeting to order and members discussed the draft of the document *Development of a Learning Space Master Plan as part of the University Strategic Plan*. She noted that space helps support strategic planning so this is a timely recommendation. Members discussed changes to the recommendation:

- Forward it to all five groups of the Strategic Planning process. The planning is still vague, so specific groups should not be made.
- Delete point five under the heading "Suggested Themes for a LSMP."
- Members discussed the overall approach that would be the most impactful. From a historical standpoint, classrooms have not been assessed since 1995, but environments are so dynamic that it would not be helpful to look too far back. Mr. Todd suggested that the traditional LS model be stated, the current inventory and misalignments to demand, and opportunities going forward. The fact that a LSMP has never been created is impactful alone.
- Mr. Cohen noted that identifying that currently spaces are owned and operated by colleges, which frames the need for an inventory and recommendations for moving forward. He believes higher education is in a phase when institutions will need to be able shape and reshape environments quickly in dramatic ways. He explained that this is a good time to review current learning spaces, how they are managed, and align spaces to the vision that comes out of the Strategic Planning.
- In some aspect, learning spaces affect all four areas of the strategic planning. Recruiting and retaining field shapers will be somewhat determined by teaching facilities. It was emphasized that the connection between a LSMP and Strategic Planning should be made clear.
- Bullet points draw in the reader's attention and should outline the anticipated elements of the LSMP. Members then discussed the following as potential bullet points:

- Inventory
- Current LS management policies.
- How people secure learning spaces for courses.
- Current classification scheme of spaces.
- Consultation Process.
- Expected outcomes – uniform service and support.
- Members suggested that the document note the Capital Planning process and the complete absence of a learning space component. The institutional perspective of learning spaces is not addressed, despite the fact that it is a critical part of fulfilling the mission.
- The committee has a TC focus, but this is an opportunity to share resources, services, and support. This could bring some of the successes of the system campuses to the TC.
- How will the document be used? To justify requests, and inform the Capital Planning process. For example, the Office of Classroom Management was partially the result of a classroom study completed in the past.
- Members discussed the challenges and the lack of an overall institutional vision or strategy for learning spaces. There is a growing need for us to reshape design paradigms and thoughtfully collapse the separation between formal and informal learning spaces.

Members then discussed the changes that need to be made to the “Rationale” section:

- Should be shortened, to see that a LSMP is a good thing.
- This is greater than a facilities concern, so members do not see that it is appropriate to be placed under University Services and should suggest that this is managed by the Provost’s Office.
- The timing aligns with the Strategic Planning process.
- The way we reshape space is where the action is. There has been sustained international attention on STSS. Space is an important factor in determining the future success, strategic advantage, and position of the University.
- Supporting experimentation in education is an important value to include. Learning how to use innovative spaces for learning.

Members agreed on the following distribution:

- Reduce it to one page, and suggest it is sent to the Provost’s Office.
- Send it to the five issue groups of Strategic Planning.

Hearing no further business, Professor Schaber adjourned the meeting.

Jeannine Rich
University of Minnesota