

CLASSROOM ADVISORY SUBCOMMITTEE  
MINUTES OF MEETING  
NOVEMBER 15, 2004

[In these minutes: Office of Service and Continuous Improvement Update, OCM/FM Partnership]

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

PRESENT: Joel Weinsheimer, chair, Steve Fitzgerald, Michaelleen Fox, Bernard Gulachek, Roberta Juarez, Steve Spehn, Joyce Weinsheimer, John S. Anderson, Denise Guerin, Ken Heller, James Perry, Andre Prahl, David Dierauer, Meghan Jensen, Jamie Larson

REGRETS: Donald Brazeal, Jennifer Peters, Nancy McGlynn

GUESTS: Scott Martens, David Crane and Jeremy Todd

I). Professor Weinsheimer called the meeting to order and asked those present to introduce themselves.

II). Scott Martens reported that President Bruininks requested the Office of Service and Continuous Improvement in conjunction with the Emerging Leaders Program to work together to address space utilization issues on campus. Specifically, the two groups have been charged to look at both centrally and departmentally scheduled space.

Mr. Martens noted that in terms of centrally scheduled space, the fill-rate of classrooms is being examined. He added that it is also in the purview of this project to review adherence to policies that affect space utilization e.g. the existing Senate and Provost policies, which stipulate that standard times and day patterns are to be used and that no more than 60% of a department<sup>1</sup>'s courses are to be taught during the peak time of the day.

Questions/comments from members included:

- A member commented that CAS has discussed at previous meetings the need to quantify the use of other types of space on campus, not only central classroom space and the need to look at how other institutions handle adherence to policies relating to space utilization.
- Please describe the President's Emerging Leaders Program. Mr. Marten stated that this twelve-month program is a leadership development opportunity for P&A, Civil Service and Bargaining Unit staff. The program is co-delivered with the Office of the Vice President of Human Resources and provides participants with educational and experiential opportunities to learn more about the University as an enterprise. For more information about the program, members were instructed to contact Beth Zemsky.
- What is the role of the Office of Service and Continuous Improvement? According to Mr. Marten, President Bruininks is interested in putting more emphasis on service and continuous improvement; thus, the Office of Service and Continuous Improvement. From a strategic standpoint this office plans to:
  1. Facilitate a cultural transformation at the University in terms of service and continuous improvement by making this tenet a regular part of employees daily regime.
  2. Advance an operational transformation at the University.
  3. Promote a financial transformation. By driving efficiencies and improvements at the University, financial gains will be realized.

Examples of projects that the Office of Service and Continuous Improvement and Emerging Leaders are working on include: PeopleSoft financials, space utilization, space revenue, etc.
- What are the anticipated outcomes of the projects that the Emerging Leaders are focusing on? The outcomes at this point remain unknown as each project is still in its analysis stage. Ideally, Mr. Marten would like to see progress made in terms of tangible accomplishments/results from whatever recommendations each team puts forward.

Professor Weinsheimer thanked Mr. Marten for his update to the subcommittee today.

III). Steve Spehn distributed a handout to members, *Office of Classroom Management's (OCM) Partnership with Facilities Management (FM)*. Mr. Spehn highlighted the following:

- The Office of Classroom Management (OCM) and Facilities Management (FM) work together to support teaching and learning in classrooms.
- OCM works in association with FM:

- To identify classroom issues requiring FM<sup>1</sup>'s attention.
- To improve building energy efficiency through ongoing classroom scheduling coordination and product piloting.
- As a technical resource e.g. furnishings, finishes and equipment.
- As a Facilities Condition Assessment (FCA) development partner.
- As a stakeholder in FM<sup>1</sup>'s Custodial Program Improvement Initiative (CPII).
- As a partner with FM<sup>1</sup>'s Quality and Work Control Center COMPASS (CMMS).
- OCM is not a department per se, but rather represents all departments with respect to central classrooms.
- FM and OCM would like to see classrooms treated more like public spaces and not like departmental spaces from a FM funding standpoint.
- FM hired a consultant, ISES, to conduct a Facilities Condition Assessment (FCA). Through this assessment it was uncovered that classrooms have special needs in terms of lighting, technology, etc. OCM partnered with FM on this study.
- Lessons learned from the FCA included:
  - The University has done a good job of identifying and fixing immediate, short-term needs.
  - The University has done a good job at extending the useful life of existing building systems beyond what industry experts expect.
  - The size of the projected facility needs in terms of building systems e.g. HVAC (heating, ventilation and air conditioning) are significant and will require new strategies to address these needs.
- The FCA looked at the following systems: security, vertical trans, classroom, exterior, accessibility, firelife safety, health, plumbing, interior/finish, electrical, HVAC.
- The University<sup>1</sup>'s electrical and mechanical needs represent approximately 70% of the University<sup>1</sup>'s total system needs compared to other industry client<sup>1</sup>'s whose electrical and mechanical needs average around 35% - 40%.
- The University ranked well with respect to exterior needs. Most clients<sup>1</sup> exterior needs are 35% - 40% whereas the University<sup>1</sup>'s exterior needs are roughly 13%.
- OCM can use results of the FCA to develop, fund and accomplish the following classrooms projects:
  - Lighting and lighting controls.
  - Windows and window coverings.
  - Flooring.
  - Acoustical improvements.

- OCM used the FCA to look at the issue of accessibility. Thirty-five percent of central classrooms are ADA compliant. FM serves as OCM<sup>1</sup>'s expert liaison to the University<sup>1</sup>'s ADA subcommittee.
- To fully fund FM<sup>1</sup>'s Custodial Program would require \$23.45 million dollars per year. Currently, the Custodial Program is funded at \$21.5 million; this figure represents 16.4% of FM<sup>1</sup>'s entire support budget.
- The Custodial Program Improvement Initiative (CPII):
  - Established a baseline of service. A factor, which interferes with delivering this level of service, is absenteeism. On any given evening approximately 20% of FM<sup>1</sup>'s custodial staff are absent.
  - Developed achievable standards - Maroon Standards.
  - Developed a comprehensive training program, which OCM has partnered on.
  - Developed a uniformed method of delivering services.
  - Implemented a measurement program.
  - Conducts inspections, surveys, custodial checklists.
  - Instituted a computerized Project Maintenance Program.
- A reason the OCM and CPII partnership has been so successful is because OCM has gone out of their way to recognize CPII employees that have done a good job e.g. OCM Custodial Service Recognition Program.
- There is a pilot project underway with Appleby Hall and Klaeber Court. As part of this project, FM is working with departments in each of these buildings and customizing the custodial services that are delivered e.g. raising the level of some services and cutting back on others.
- OCM partners with FM on its Quality and Work Control (QWC) call center. OCM is QWC<sup>1</sup>'s largest customer and directly enters about 500 service requests per month related to classroom facilities<sup>1</sup> issues.
- The classrooms where faculty teach and students learn are at the heart of the University<sup>1</sup>'s core mission. OCM and FM are interdependent partners in supporting these critical spaces and this is why their partnership is so essential.

#### Discussion highlights:

- Are all classroom maintenance requests supposed to be funneled through OCM rather than FM? Maintenance requests can be placed either with FM or OCM. However, Mr. Spehn noted that OCM has a website ([http://www.classroom.umn.edu/room\\_comments.aspx](http://www.classroom.umn.edu/room_comments.aspx)) specifically designed to take classroom comments.
- Were spaces that the University rents/leases examined as part of the FCA? No, only University-owned buildings were inspected during the FCA.

- Can the University<sup>1</sup>'s large heating and ventilating costs be attributed to the fact that there are a lot of older buildings on campus? According to Mr. Spehn, this is why FM focuses a lot of its attention on building exteriors. FM wants to make sure the outside of a given building is solid before it invests money on the inside. He also noted that many of the older buildings on campus do not even have a ventilation system to replace. Therefore, to bring these buildings up to code, exceeds the scope of what is necessary, without doing a complete renovation.
- Who decides if upgrade/renovation money is put into office space versus classroom space? Are offices more likely to be upgraded as a consequence of IMG? Basically, if a department has money to upgrade its office space it can do so and the same applies to classrooms and vice versa. Through IMG, academic departments collect all of the tuition income. Then, central administration taxes these departments in order to generate income back to fund common goods e.g. classrooms, custodial services, etc.
- At what point are decisions made to stop investing money into a building that needs drastic repairs/improvements and deciding to either renovate or tear down the building? Not a lot of money being invested in buildings that need a complete renovation, however, incremental investments are necessary oftentimes due to code and building infrastructure requirements.
- Is there a list of buildings that would be good candidates for a complete renovation? This information has been ascertained from the FCA.
- If a building is on the list for renovation, does this mean that no further repairs will be made to the building? According to Mr. Spehn, it would depend on what kind of repairs are needed and the cost. For example, a repair of \$10,000 or more would warrant further investigation.
- How does the University view the fact that 35% of its classrooms are disability accessible? In Steve Fitzgerald<sup>1</sup>'s opinion, this is completely unacceptable. He added that efforts are underway to promote the notion of a "horizontal project"<sup>1</sup> as a means to make more buildings on campus accessible.
- What are the custodians responsible for cleaning in classrooms? The daily classroom standard involves clearing the floor of trash, cleaning the presentation surfaces, rearranging the furniture and ensuring that debris is picked up in the room.
- How many times per day do the custodians clean classrooms? Each classroom is cleaned once per day. It was acknowledged that ideally it would be wonderful to clean classrooms more frequently, but funding does not permit this.
- Has the campaign to encourage students to help tidy up classrooms throughout the day been successful? Steve Fitzgerald noted that SCEP developed a document

dealing with classroom expectations (see <http://www1.umn.edu/userate/policies/classexpectguide.html>). Besides the custodial staff, both instructors and students need to take responsibility to maintain classrooms.

- Student members were asked whether they think students feel a sense of ownership around classrooms. One member stated that it depends on the instructor and whether they emphasize it. More instructors should tell students to pick up after themselves, because many of them do not realize it is their responsibility. Another student member noted that a big problem related to classroom cleanliness relates to food and drink. Mr. Fitzgerald stated that there is a mechanism in place whereby FM is able to charge UDS for catering items that are not picked up in a timely manner after an event.
- Does FM handle the University's recycling efforts? If so, does this program make a profit or is it more of a service? Mr. Spehn stated that FM manages the recycling program. In terms of program profitability, it depends on the commodity that is being recycled. For example, if a commodity can be compacted and baled it can be profitable.
- A member commented that classroom conditions are better now than they have been in the last 20 years. Mr. Spehn attributed this to the OCM/FM partnership, which has been focusing on public areas e.g. classrooms, public spaces and restrooms.
- A member noted that more and more students are studying in the halls, and suggested that benches or chairs be put in these spaces to accommodate students' desires to study there. Mr. Fitzgerald stated that as new buildings are being considered, study space is an important part of design discussions. He added that oftentimes fire codes can be a factor in terms of having benches and chairs in hallways, but if study spaces can be factored in before the building is built sufficient space can be allocated for egress.
- Are there any plans by OCM and/or FM to look at the body of literature and research that addresses designing classrooms to improve learning? After all, the University has a department, Design, Housing & Apparel, where students are trained to do this type of work. In response, it was noted that the University gets its design expertise from the Twin City design community. Mr. Fitzgerald added that the University also has classroom standards in place to ensure guidelines are met when designing classrooms. He also noted that it is OCM's goal to establish a demo classroom where it can bring faculty and students into an experimental design center to test out new products, equipment, etc.

IV). Professor Weinsheimer requested that the subcommittee<sup>1</sup>'s next meeting on February 21<sup>st</sup> be held in a technology-enhanced classroom and asked Mr. Fitzgerald to look into securing a room.

Also, Professor Weinsheimer noted that he and Mr. Fitzgerald would draft a proposal regarding moving the *CE*Satisfaction with Classroom/Facilities<sup>1</sup> section of the student evaluation to the demographic section of the evaluation. Once completed, this draft shared with members.

V). Hearing no further business, Professor Weinsheimer adjourned the meeting.

Renee Dempsey  
University Senate