

## **Classroom Advisory Subcommittee (CAS)**

Minutes of the Meeting

September 21, 2015

*[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.]*

[**In these minutes:** Welcome, Review of Charge, LMSP update, OCM update, Augmented Reality Demonstration]

**PRESENT:** Kevin Smith (Chair), David Crane, Chris Dovolis, Suvadip Sinha, Ryan Bean, Mary Steffes.

**REGRETS:** Roberta Kehne, Jeff Lindgren, Luke Odenthal, Maria Sera

**ABSENT:** Michael Hofer, Kent Kirkby, Susan Staats

1. **Welcome and Introductions:** Kevin Smith, chair, opened the meeting by welcoming the committee and asking all committee members to introduce themselves. Smith then reviewed the committee's desire last year to meet in various learning spaces across campus. He also reminded the committee that the next meeting will take place in 207 Vincent Hall.

2. **Review of Charge:** Smith reviewed the charge and formation history of the committee, which was created at the same time the Office of Classroom Management (OCM) was created. Smith feels that the way to be most productive as an advisory committee is to focus on one or two issues at a time. Last year, the committee decided to review the Learning Space Master Plan (LMSP) and worked to expand the committee's efforts beyond classrooms to instead consider all learning spaces. For instance, the study spaces the OCM now manages as part of their inventory are legitimate learning environments.

Smith also pointed out that 30% of classroom space is managed by specific departments rather than centrally. He believes the committee should look into that departmentally-managed space to see whether some of it could be centrally managed. Smith believes that bringing that space into central management allows for higher utilization and better service, such as technology assistance. Mary Steffes stated that AHC has great classroom management of a number of AHC-managed rooms, and they are not served through OCM. Smith stated that the goal is not to centralize all space, but rather to see if some of that 30% could be brought under the management of OCM and used more efficiently. What arrangements could be made? What are the issues that prevent spaces from being centrally managed, he asked.

3. **Learning Space Master Plan:** Smith talked about the LMSP, an initiative approved by the committee in May of 2014 with the purpose of providing strategic guidance for all learning spaces at the University, including classrooms, study spaces, as well as alternative spaces, labs, and studios. The goal was to align the LMSP with the University strategic planning process. Smith wants to be assured that this effort does not fall through the cracks due to inattention. The Provost's Office and SCEP reviewed the LMSP, and SCEP approved the recommendation.

Smith does not know what work was done on the LMSP over summer 2015, but a committee was formed under the guidance of the Provost. He believes continued monitoring of the plan is one of the primary tasks for this committee for the upcoming year. Jeff Lindgren, assistant director, Center for Educational Innovation, will provide an update at the next meeting.

**4. Office of Classroom Management:** David Crane, classroom facilities manager, Office of Classroom Management (OCM), provided an overview of OCM organization, services, and projects. He highlighted the following:

- The best place to get information about OCM is through their website. The site features academic and event scheduling, student study space, information on current projects, online instruction, and contact information.
- The office was formed out of a study that took place in the mid to late 1990s when a consultant came in to take an inventory of University spaces. It became obvious that there was disconnect between the University's strategic vision and the quality of classrooms. Classrooms were not meeting the expectations of students or the needs of faculty. Crane stated that the comprehensive study revealed that "everybody is involved, ...nobody is in charge." In response to these findings, OCM was formed in 1999.
- OCM staff can remotely monitor classroom system function and provide support over the phone for A/V and technical support issues that may arise in the classroom.
- OCM wants stakeholder input, and CAS is one of the sources to provide input.
- OCM reports to the University Registrar and Associate Vice President, Academic Support Resources, who reports to the Vice Provost of Undergraduate Education.
- OCM is the central managing agency of the Provost's Office. They work in partnership with Facilities Management (FM) and the Office of Information Technology (OIT). The Office includes a director with four reporting units: Classroom Technical Services, Operations, Scheduling, and Support.
- Student workers are the primary source of information for how the classrooms are functioning. They come in between 6:00 – 9:00 a.m. in the morning to inspect the rooms, replenish supplies, and to make sure technology, lighting, and all systems are working. Crane stated that OCM aims for 100% reliability every day.
- OCM handles scheduling, operations, maintenance, project coordination, classroom support, and classroom technical needs. They can work directly with faculty, students and academic technology support. Crane states that this unique 360 perspective on classroom teaching and learning allows OCM to leverage information and function as a resource and champion for all classroom issues.
- OCM has added signage to several classrooms. Signs with QR codes can be scanned for information, such as the room schedule for the day. Many of these rooms will provide students with more study spaces on campus. In other words, if a classroom schedule shows that a room is not in use for a class, it is available for student use. These rooms are identified with a gold pushpin sign. Crane stated that these efforts were the result of a 1997 Senate resolution to improve study spaces on campus, and a 2009 mandate of the Provost to have OCM identify and develop campus study space locations on TC campus.

Crane then provided an update on OCM Summer 2015 projects. Photos of these projects are available on the OCM website.

- Tate Lab classrooms will be under construction through September 2017. This includes a significant number of large classrooms on campus. A 250-seat lecture hall, a 350-seat lecture hall, and some smaller rooms have been lost for the duration of the construction.
- Tech installs included 40 general-purpose classrooms in 11 building.
- Other facilities upgrades include:
  - Mayo Building 231C, where decommissioned space was rehabilitated to support demand from Tate displacement.
  - Moos Hall 3-110, where space and technology was updated to support scheduling on Monday, Wednesday, and Friday mornings. This was in partnership with AHC.
  - Blegen Hall 245 and 255, and Blegen Hall 310 and 317, were combined, forming two larger, 84-seat rooms to support course needs during the Tate renovation.
  - Ruttan Hall B25 had seating, ceiling, and flooring replaced.

According to Crane, seventeen general purpose classrooms, one waypoints study space, and six computer labs were added over the summer.

Crane stated that many additional rooms are scheduled for updates in the upcoming year. This includes potential computer lab development partnerships with IT, and thirteen classroom update project starting in Mondale next summer. Wireless card reader updates will take place in Appleby, Ford, Nicholson, Amundson, and Mondale Halls to replace out-of-date technology.

He concluded by outlining the 416,000 square feet of classroom space that OCM manages:

- 325 classrooms
- 46 Waypoints study spaces
- 6 computer labs (partnering with IT and CLA)

Crane also mentioned several partnerships in development:

- Computer lab management partnership with IT and CLA to share operational responsibility of space in order to leverage strengths. IT is supporting student workstations and OCM is supporting the physical environment.
- Shared study space communication initiative with partner departments to provide a common web resource for students looking for places to study.
- Facilities Management partnership to automate the scheduling of HVAC systems supporting classroom spaces by linking to OCM's Ad Astra class schedule data.
- IT partnership leveraging ServiceNow and Tier 1 support to optimize call center services for classrooms.

In response to a query about whether he feels the campus has the right amount of space, Crane said that OCM is constantly studying and assessing the best space inventory fit for demand.

**5. Augmented Reality Demonstration:** Committee members then departed for an outdoor demonstration of augmented reality. Per Smith, the idea behind augmented reality software is to bring students out into the environment to encounter the objects they are studying onsite rather than in the classroom or lab. Areas utilized would have stations posted with bar codes that students could scan with a handheld device, like a phone or tablet. Positions would be located via

GPS, and a map of the area could be produced based on where a student is standing. A previously downloaded lesson plan would then appear, asking students questions or providing assignments. Students could move from station to station and, when complete, upload their work into the class website.

Smith stated that a lot of the land on the St. Paul campus is used for research, but a lot of that same land is also used for class time. Augmented reality allows students to work on their own time and at their own pace, not relying on weather and class schedule to cooperate.

Smith reiterated the importance of thinking about all space on campus as potential learning space, so that it is all considered in strategic planning. Without this intentional planning, with input from groups like this committee, issues such as inadequate wireless bandwidth can arise.

Hearing no further business, the meeting was adjourned.

Patricia Straub  
University Senate Office