

**Classroom Advisory Subcommittee (CAS)**  
**October 2, 2017**  
**Minutes of the Meeting**

*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 reflect the views of, nor are they binding on, the senate, the administration, or the Board of Regents.*

[**In these minutes:** Welcome and Introductions; Office of Classroom Management Updates; Academic Technology Updates]

**PRESENT:** Thomas Michaels (chair), Donalee Attardo, Mark Bergen, David Crane, Elise Eckert, Andrew Jenks, Kent Kirkby, Jeffrey Lindgren, Sandy Mand, Andrew Minne, Peng Peng, Suvadip Sinha

**REGRETS:** Jay Hatch, Michael Hofer, Roberta Kehne, Maria Sera

**GUESTS:** Jim Twetten, service owner, Academic Technology, Office of Information Technology

**1. Welcome and Introductions**

Professor Thomas Michaels, chair, called for introductions and asked each member about classroom experience from their perspective.

Michaels reviewed the committee's charge and explained that the committee serves an advisory role to the Office of Classroom Management (OCM). The committee is a subcommittee of the Educational Policy Committee (SCEP). Michaels encouraged members to visit the [committee website](#) to access additional information.

**2. Office of Classroom Management (OCM) Updates**

David Crane, assistant director, OCM, provided updates using a PowerPoint. The PowerPoint gave an overview of OCM and current and future projects. Crane shared the OCM organizational chart, resources, and directed members to the [OCM website](#), where communications are updated regularly for the University community. He noted that the website is new and invited members to share any thoughts or feedback.

Crane explained that OCM has a general purpose classroom inventory that is utilized across departments. There is a standard of classroom technology that is installed in each of these rooms, while there are some specialized spaces designed to meet the needs of particular departments. He added that some of the support of the technology and computing devices in the classrooms is provided by centralized IT or the departments.

Crane described the resources that are available to faculty members in the requesting of spaces and ongoing classroom maintenance. There are phones in each room that enable users to call OCM directly to resolve issues. A member commented that technology support is not as

effective as a result of it being centralized; it was more effective when managed solely by OCM. Crane said he appreciated the feedback and explained that each issue is prioritized and it can involve a triage to solve.

There is an end of semester survey, Crane explained, that is completed by faculty and the responses are analyzed by OCM. Students provide feedback as they interact with the department on a formal and informal basis because spaces are available both during and after instruction.

OCM is involved in capital, departmental, as well as system-wide upgrades. Crane provided a list of the projects that have a defined budget and lifecycle guidance. He then shared a list of future projects, which will involve a partnership of OCM and IT.

Michaels asked Crane if there are any issues that should be discussed at a future CAS meeting. Crane responded that reserve classroom capacity could be an issue, for example some spaces are unique such as a 1,000 seat auditorium. A loss of this kind of space could create a cascade failure that would have broad impacts. In closing, Crane urged faculty committee members to share their classroom and facility needs at any time.

### **3. Academic Technology Updates**

Donalee Attardo, senior director, Academic Technology, Office of Information Technology, provided updates and distributed a handout regarding the Big Ten Academic Alliance (BTAA) subcommittee Learning Technology Leaders (LTL) at Big Ten Universities. The LTL subcommittee has been charged to cooperatively address shared strategic challenges related to teaching and learning with technology. The LTL has identified Learning Spaces as an area of strategic importance. The handout outlined the group's goals:

- Leverage the Big Ten Academic Alliance consortium to advance the future development of learning spaces.
- Collect and share best practices around learning space design, pedagogies, and technologies.
- Enable and support faculty and university research on learning space design.
- Create model active learning space designs to be implemented at scale across Big Ten institutions.
- Increase innovation while decreasing costs and time to roll out of new learning spaces.
- Create a collaborative model with vendor partners that advances research and leverages volume purchasing.

Attardo said that the group would like to leverage a common design that could be used by Big Ten universities and achieve a cost savings through the consortium. Attardo said that learning spaces and this opportunity will be discussed with the Provost and faculty input is desired. There are several groups that will be engaged from across the University to gather faculty input. Attardo noted that faculty members have expressed a desire for active learning classrooms. Michaels expressed interest in identifying other groups that should also be involved, such as representatives from the colleges.

Michaels said that he will discuss the possibility of doing a virtual tour of facilities on other campuses with Attardo and Twetten.

Members agreed that they would like to discuss emerging learning space trends, what the University currently has, and what the University needs.

In the interest of time, Michaels adjourned the meeting.

Vickie Courtney  
University Senate Office