

CLASSROOM ADVISORY SUBCOMMITTEE
MINUTES OF MEETING
APRIL 7, 2008

[In these minutes: Student Study Space, Classroom and Informal Learning Space Resolution 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: Ken Heller, chair, Caroline Rosen, Steve Fitzgerald, Roberta Juarez, Jeffrey Lindgren, Jay Hatch, Thomas Michaels, Kay Wahl, Eric Otremba, James Hambleton

REGRETS: Michael Berthelsen, Larren Collins

ABSENT: Jeffrey Hammer, Bernard Gulachek, Tina Louise Tyler

OTHERS ATTENDING: Scott Elton, Mike Garza, Bob McMaster, Denny Olsen, Nancy Peterson, Mark Pharis, Maggie Towle

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

II). Professor Heller stated that the committee would spend a large part of the meeting considering the Student Study Space Report. Vice Provost Rinehart added that this report looks at spaces associated with classrooms that fall under the purview of the Classroom Advisory Subcommittee (CAS).

Mark Pharis, co-chair, Study Space Advisory Committee, briefly walked members through a PowerPoint presentation summarizing the findings from the Student Study Space Report. Mr. Pharis noted that the Study Space Advisory Committee looked at the importance of creating an inventory of study and lounge space for students. Questions that arose as part of their analysis included:

- Who should be responsible for this space?
- How would the space be funded?
- Does the University have sufficient study space?
- How should the technology needs of this type of space be addressed given the fact that technology keeps changing?

As the Study Space Advisory Committee began its work, it divided its charge into two parts stated Mr. Pharis:

1. Quantity and character of student study space.
2. Assignment and management of student study space.

Professor Heller stated that based on the informal student survey that was conducted by the committee, the questions were geared toward student study space in a traditional sense, which seems very narrow given that modern pedagogy lends itself to thinking about this space in terms of informal learning space. Another member agreed with Professor Heller, and stated that the way the questions were phrased may have influenced how some students answered them.

Mr. Pharis stated that the committee concluded that a central administrator should be responsible for these spaces rather than the individual colleges. Currently, Facilities Management (FM) provides a range of custodial services for these spaces, but when issues of improvements, expansion, etc. arise, there is no central administrator to oversee these issues. The committee concluded that one of the offices that should be considered for having responsibility over this space is that of the Office of the Vice Provost and Dean for Undergraduate Education.

Other study space issues uncovered by the committee included:

- Under-utilized study spaces.
- The need for technology standards for student study space.
- Space adjacent to classrooms should be looked at to determine if it is configured properly and whether it is being used appropriately.
- Coding of student study space should be reviewed. Current code assignments were developed a long time ago and have not been updated for quite some time.
- Too frequently student study space gets value engineered out of new construction and renovation projects.

Discussion highlights regarding student study space included:

- Use some of the Coke contract money to fund student study spaces.
- Change the language from student study space to informal learning space. Informal learning space comprises areas where students can study alone as well as space for group study. Just like there are a variety of different types of pedagogies and classroom spaces, there needs to be a variety of different types of informal learning spaces.
- An in-depth inventory needs to be taken to uncover where space exists that can be converted into informal learning space.
- As the report specifies, it is imperative that informal learning spaces be built into buildings as they are being built or renovated, and that this space should not be negotiable.
- The Office of Classroom Management (OCM) should have responsibility over ALL unassigned spaces.
- Not all potential, informal learning or gathering space should be assigned to OCM because the greatest percentage of this space is public space. Having said this, there is definitely a subset of this conglomerate space that could be identified as being classroom related. OCM currently advocates for student study space in new capital projects.

- OCM with the proper resources seems to have the infrastructure to manage this type of space.
- The process for upgrading classrooms has been successful and this, in part, is attributable to cost sharing negotiations with departments and colleges. This same process should be used in upgrading informal learning spaces for students.
- The variability of student study space is a much more complicated issue than the issue of upgrading classrooms.
- St. Paul study space should be upgraded to the standards that students want and be advertised and promoted as such.

Mr. Pharis reported that the Student Study Space Report has been turned over to Vice Provost Rinehart and Vice Provost McMaster. Vice Provost Rinehart stated that today's discussion concerning student study space has been very helpful. He suggested that he, Bob McMaster and Steve Fitzgerald sit down and discuss next steps, and then bring this information back to CAS. Professor Heller stated that this would be very appropriate.

III). Next, Professor Heller turned members' attention to a draft resolution, which creates a policy to ensure the orderly and continuous renewal of educational space on campus (classrooms and informal learning spaces). Professor Heller solicited feedback from members concerning the resolution.

After a brief discussion, members endorsed the resolution, but agreed it needed to be wordsmithed. Professor Hatch volunteered to clean up the document as did Professor Michaels and Roberta Juarez. A revised draft would be circulated to CAS members for comments.

In terms of next steps, Professor Heller stated that there should be a discussion with appropriate administrators. Following this discussion, the resolution should be brought to SCEP and SCFP, and then onto the Senate.

Professor Heller thanked members for their input concerning the resolution.

IV). Hearing no further business, Professor Heller adjourned the meeting.

Renee Dempsey
University Senate