Welcome to our annual report, back after a one-year hiatus. The Office of Classroom Management (OCM) has implemented several changes to our services over the past two years. We are proud to say that we’ve been recognized for the success of those efforts.

The Scheduling unit procured and installed a scheduling solution that works for all five University of Minnesota system campuses. The Support unit consolidated our Hotline with the University’s central Help Desk. The Operations unit partnered with OIT to upgrade student study spaces and a computer lab. Classroom Technical Services earned an AMX Innovation Award for its collaboration practices. All OCM units participated in the OIT Governance process that focused on Modernizing Learning Spaces. Our department was also recently presented an Access Achievement Award by the University’s Disability Resource Center in recognition of our efforts to make the University fully accessible for everyone.

I’d like to highlight a few initiatives that will influence decision making and services offered by the OCM through the next year and beyond:

1) The Upgrade
The University of Minnesota is upgrading its financial, human resources and student services systems. As a part of this effort, the Astra Scheduling system will be integrated into new business processes. Those processes will require all academic space to be scheduled using Astra. The OCM will offer direct support to even more departments and staff when these new processes go live in February 2015.

2) Working to engage faculty and students
We will continue to build and establish partnerships with individuals and departments across the University so that we can continue to fulfill our mission. These partnerships will help support teaching and learning and will help determine how we continue to improve the student and faculty experience in our learning environments.

3) Investing and maintaining our partnerships
While innovation always must take place within budget, the OCM will continue to explore models and partnerships that may allow us to increase investment in and quality of our learning spaces.

I hope you find this report useful in demonstrating our commitment to developing and supporting exceptional learning environments. We always welcome and encourage feedback. Whether you are a student, staff member, faculty member, alumnus, or donor, please join us in supporting high quality learning environments that increase the quality of teaching and learning.

Jeremy Todd
Director, Office of Classroom Management
Office of Classroom Management Functions

Scheduling
- Class Schedule
- Astra Schedule system-wide maintenance
- Inventory requirements
- General purpose classroom utilization data

Operations, maintenance, & project coordination
- Learning environment standards and performance monitoring
- Capital planning
- Physical design and planning
- Student study space

Classroom support
- Instructor support (e.g., Classroom Hotline)
- Problem response, resolution, and evaluation
- Budgets
- Lifecycles

Classroom Technical Services (ISO)
- Tech standards
- Design and installation
- Maintenance
- Digital Signage

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Mission and vision

Charts/graphs
Introduction

The Office of Classroom Management is designated by charter as the advocate and managing agent for the Provost's general purpose classrooms and student study space.

The OCM provides expertise on specialized learning environments with a focus on the academic perspective of classroom teaching and learning. This allows the OCM to function as the primary subject matter resource for all classroom and study spaces.

During the 2013 and 2014 fiscal years, the OCM successfully:

- Upheld its charge to serve as the single point of contact for general purpose learning environments on the Twin Cities campus.
- Incorporated the recommendations of interior design students when updating furniture and fixtures in several student study spaces.
- Renovated or upgraded many general purpose classrooms and study spaces, including:

  **Waypoints student study space:** The OCM partnered with the Office of Information Technology to renovate study spaces in the Keller Hall atrium and the Hubert H. Humphrey Center. Improvements to Keller Hall include new finishes, furniture and additional technology. The computer lab in the Hubert H. Humphrey Center was completely renovated to support Bring Your Own Device (BYOD), individual and small-group work areas. The adjoining classroom and computer lab also received heating, ventilation and air conditioning, finish and lighting upgrades.

  **Video conferencing classrooms:** Classrooms in Magrath, Peik and Peters halls were upgraded with full video conferencing and class capture capabilities.

  **Major renovations:** Classrooms in Amundson, Smith and Blegen halls received new fixed furniture, finishes and lighting updates.

  **Technology renewal:** As part of the OCM's commitment to providing instructional technology in general purpose classrooms, the OCM updated classroom equipment in 100+ rooms over the last two years.

This annual report informs stakeholders and the University community of the performance of general purpose classrooms and study spaces in 50+ buildings on the Twin Cities campus. This report, along with information on the OCM website (www.classroom.umn.edu) is part of an effort to continue dialogue with the University community regarding its general purpose classroom and study space resources.

If you have questions or would like to meet with an OCM representative to discuss any general purpose classroom issue, please email us at classrm@umn.edu or call 612-625-1086.
Demographics

Number of general purpose classrooms by capacity

![Bar chart showing the number of general purpose classrooms by capacity for St. Paul, West Bank, and East Bank. 400+ seats, 250-399 seats, 200-249 seats, 150-199 seats, 100-149 seats, 90-99 seats, 80-89 seats, 70-79 seats, 60-69 seats, 50-59 seats, 40-49 seats, 30-39 seats, 20-29 seats, 1-19 seats.]

Study space square footage

![Column chart showing the square footage of study space for Twin Cities campus locations. St. Paul: 328 seats (7,280 square feet), West Bank: 734 seats (17,744 square feet), East Bank: 536 seats (12,688 square feet).]
Square footage & recurring funding

Classroom Lifecycle Requirement vs. Recurring Funding

Faculty testimonial:
Everything about this classroom is ideal for my class of 55 students; all activities are accommodated in this room. Love it!

General purpose classrooms (along with AHC classrooms) are discretely funded in the budget model in the General Purpose Cost Pool, separate from student services or other cost pool requirements. General purpose classroom recurring requirements are documented in a detailed comprehensive lifecycle model. The OCM manages $23.1 million of furniture, fixtures, and equipment and $8.6 million of classroom technology.

The amount of managed learning space grew with new classrooms and the addition of student study space. Because of low funding levels and increased demand for resources, faculty and students will be required to use facilities and technologies that have outlived their planned lifespan; this will degrade the learning experience.
The General Purpose Classroom Satisfaction & Planning Survey asks instructors to share what they liked and/or disliked about the classroom(s) in which they taught during the fall semester. The OCM also asked instructors about their preferred seating type, technology components important to their teaching, and changes in technology, facilities, and services that will have the strongest effect on their teaching.

Overall, instructors were satisfied with the classrooms and technology; 79% of respondents reported they were either completely satisfied or satisfied with services provided by the OCM, and only 5% reported they were dissatisfied or completely dissatisfied.
The OCM partnered with the Office of Information Technology (OIT) to renovate the west bank learning commons in summer 2014. The west bank learning commons is located in the Hubert H. Humphrey Center. All existing elements—including ceiling, partitions, HVAC, lighting, finishes, furniture, and technology—were updated to improve both the form and the function of the space. Small-group work areas were created, as well as areas for individual study and for computer work.
Keller Hall’s atrium was renovated in summer 2014. Improvements include new finishes, furniture, and additional technology that will help enable student collaboration. New lighting, additional power locations and additional seating capacity also enhance the area.
General purpose classroom utilization

Utilization data for Twin Cities general purpose classrooms is assessed between the hours of 8 a.m. and 5 p.m. per week that a classroom is occupied. The OCM tracks time utilization, projected vs. actual seat utilization, and the mean room size demanded by departments to help determine future classroom inventory and improve efficiency of existing inventory.

Time utilization
8 a.m. - 5 p.m. Monday - Friday by location

Minneapolis classrooms in use by minute
(fall 2014)

St. Paul classrooms in use by minute
(fall 2014)
Accuracy of scheduling input by departments

Classroom scheduling is a dynamic process that requires the consistent evaluation of projected enrollments, distributing classes evenly throughout the day and week, fulfilling technology needs, and adapting to pedagogical changes that occur each term. Emphasis has been placed on providing departments with the information and tools they need to review their scheduling data to best distribute their enrollments and classes based on the key measures found below.

Class distribution across the week

In the fall of 2013, the Scheduling unit implemented a system-wide scheduling and calendering solution, Astra Schedule. The unit works extensively in Astra Schedule to process course sections, final exams, and event reservation requests. During the 2013-14 academic year, the Scheduling unit scheduled 38,078 event instances into OCM general purpose classrooms, processed 18,684 Twin Cities course sections, and automated the scheduling of 8,284 final exams across the Twin Cities, Duluth and Morris campuses.

Projected vs. actual enrollment
Sections in General Purpose Classrooms

MEASURE: Class distribution across the week
TARGET: 3% max of course demand scheduled in any one standard time
TREND: Slightly above target
IMPACT: Even distribution promotes access to classes students need while fully utilizing classroom resources. Peak time periods drive inventory needs.
STRATEGY: The new scheduling policy went into effect for fall 2012. Colleges have made significant gains in distributing courses evenly across standard times and weekdays.

MEASURE: Projected vs. actual enrollment
TARGET: +/- 10% variation between projected and actual enrollments
TREND: Above target
IMPACT: Over-projected enrollment creates artificial demand, significantly impacting scheduling, room availability, and student access to courses.
STRATEGY: Set enrollment limits and requested room capacities based on previous term’s course enrollment.
General purpose classrooms/study space inspections & readiness

The Readiness Inspection (RI) program provides quality assurance by collecting observation data of academic space to deliver a measurement of daily performance. Readiness is defined as having systems fully functional and ready for use per established expectations and service level agreements.

For the 2012 – 2014 academic period, the OCM increased daily inspections to 2008 – 2010 levels. This level of inspection activity supports an every-other-day review of classroom and study space conditions.

Most issues that are identified are rectified before the start of the next day. Student teams working for the OCM resolved 5556 issues in 2012-2013 and 6010 issues in 2013-2014 before the start of first class. Typical issues resolved that impact teaching and learning include; missing furniture, missing supplies, and room access issues.

In partnership with Facilities Management (FM), OCM staff continues to explore innovative service delivery options that improve outcomes and maximize the value of resources applied to teaching and learning environments. Over the coming year, we look forward to working with a new leadership team being put together as part of a renewed effort to transform facilities service delivery.

Faculty testimonial

The OCM staff members who have assisted me this semester have been exceptional, very professional, and very supportive. I greatly appreciate their kindness because they have made every attempt to assist me in some stressful situations.
AMX Innovation Award

Classroom Technical Services (CTS), a unit within the Office of Classroom Management, recently earned an AMX Innovation Award for its innovative collaboration practices. CTS was recognized for the use of technology to foster student collaboration.

A 117 seat classroom in Weaver Densford Hall was transformed from a lecture hall to an active learning and interactive video environment. The College of Pharmacy offers one degree on two campuses; the CTS project brings students from each campus together to learn. The full list of finalists is available on the AMX Innovation Awards website: http://www.universitybusiness.com/innovationawards
Office of Classroom Management

Vision
To support teaching and learning excellence by providing and managing high quality learning environments.

Mission
Manage and develop formal and informal learning environments as the primary point of contact and single point of responsibility for centrally managed learning spaces.

Advocate for student and faculty needs within learning environments as the provost’s agent and primary subject matter resource.

Support the University’s teaching and learning, research and outreach missions by collecting, utilizing and distributing data to promote the efficient use of resources.