The University of Richmond Experience in Classroom Management

September 12, 2012
4:00 p.m. EDT
Agenda

• What is the context now?

• What was the catalyst?

• What was the context then?

• What was the process from then to now?

What lessons have we learned?

Learning Outcomes

• The process of shaping specific goals for the committee.

• Strategies to realizing those goals, including a classroom audit and analysis and focus groups representing students and faculty within different disciplines and schools.

• Outcomes from the audit, analysis, and focus groups that provided comparable data in regard to space utilization, most importantly, the clarification of faculty preferences for teaching and learning environments.

• Conclusions: Lessons Learned and Next Steps.
University of Richmond Panel

- Andrew McBride, Associate Vice President for Facilities, University Architect
- Kathryn Monday, Vice President for Information Services
- Susan Denman Breeden, University Registrar
- Doug West, Assistant Vice President, Telecommunications, User Services, and Media Support
- Kevin Creamer, Director, Center for Teaching, Learning, and Technology
What is the context now?

• A slate of up-to-date classrooms

• An integrated process for upgrading classrooms.

Susan Denman Breeden, University Registrar
What is the context now?

- Everything done in-house
- Everything done more creatively, efficiently, and cost-effectively.

Andrew McBride, Associate Vice President for Facilities, University Architect
What is the context now?

- 100% of classrooms outfitted with a baseline technology configuration
- All classrooms networked, with remote access for support.

Doug West, Assistant Vice President, Telecommunications, User Services, and Media Support
What is the context now?

- Classrooms available in size configuration and number to serve various learning approaches

- Surveys of users of all newly-renovated classrooms
What was the context then?

Technology in Meeting Spaces / Classrooms
Richmond Faculty 2006-2012

Source: MISO Survey
What is the context now?

• A highly functioning leadership team

• Wide-spread campus understanding of why planning matters and how to do it.

Kathryn Monday, Vice President for Information Services
What was the catalyst?

• 2003: Thinking about learning spaces in an upcoming renovation of the Library

• Learned about the work of peers

• Reflected on our lack of coordination

• Reflected on our potential.

We were already spending money to accomplish space upgrades/improvements, but it wasn’t necessarily a coordinated effort, and in many cases, did not include feedback from the space users. Having a coordinated response from the key areas that are responsible for supporting classroom needs made sense....
Questions?
What was the context then?

- Old buildings
- No flexibility
- Inefficient and outdated multimedia

Susan Denman Breeden, University Registrar
What was the context then?

- Classroom renovation only undertaken in conjunction with major renovation
- Classroom design outsourced.

Andrew McBride, Associate Vice President for Facilities, University Architect
What was the context then?

• Some classrooms outfitted with TVs and VCR’s

• New portable systems installed on demand

• Some consultation with administrators; little with faculty.

Doug West, Assistant Vice President, Telecommunications, User Services, and Media Support
What was the context then?

- A good deal of dissatisfaction within the faculty
- Enough classrooms, but not easily reconfigurable
- Diversity (lack) of technologies in individual classrooms.

Kevin Creamer, Director, Center for Teaching, Learning, and Technology
Questions?
What was the process from then to now?

• Assembled the team
• Set initial goals
• Focus on general purpose classrooms
• Gather baseline information.
Assembled the team

- Vice president for information services (chair)
- Director of university services
- Registrar
- Associate registrar for scheduling
- Two associate deans
- Associate vice president for facilities
- Architectural intern
- Lab manager
- Director of operations and maintenance
- Director of telecom, user and multimedia services.

The lesson learned here is to have a diverse leadership team at the table from the beginning. How classrooms are understood, used, equipped, assigned, renovated, and maintained can only be understood with a wide range of stakeholders at the planning table. Part of the intent of the plan was to coordinate in a more intentional and formal way the expectations and responsibilities of everyone whose work was influenced by or influenced the use of classrooms as learning spaces.
**Set initial program goals**

- Improve overall quality and consistency of general purpose classrooms
- Create flexible environments
- Develop a comprehensive renovation program
- Coordinate campus capital expenditures.
Developed baseline data

- Developed baseline utilization data for general purpose classrooms (2005)

- Presentation media = 54% of classrooms

- Overall utilization = 57% (Business School = 85%)

- National statistics: public = 65%; private = 40 – 55%

### Developed baseline data

#### General Construction

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Units</th>
<th>Description</th>
<th>Rate</th>
<th>Units</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hrs</td>
<td>Supervision</td>
<td></td>
<td>hrs</td>
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<td></td>
<td>hrs</td>
<td>Daily clean up</td>
<td></td>
<td>hrs</td>
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<td></td>
<td>hrs</td>
<td>Final clean up</td>
<td></td>
<td>hrs</td>
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<td></td>
<td>hrs</td>
<td>Haul debris to dumpster</td>
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<td>hrs</td>
<td></td>
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<tr>
<td></td>
<td>allowance</td>
<td>Dust protection</td>
<td>allowance</td>
<td>allowance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ea.</td>
<td>dumpsters</td>
<td></td>
<td>ea.</td>
<td></td>
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</table>

#### MRC 1 & 2

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Units</th>
<th>Description</th>
<th>Rate</th>
<th>Units</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>s.f.</td>
<td>Remove carpet</td>
<td></td>
<td>s.f.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>s.f.</td>
<td>Remove ceiling</td>
<td></td>
<td>s.f.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ea.</td>
<td>Remove door &amp; frame</td>
<td></td>
<td>ea.</td>
<td></td>
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<tr>
<td></td>
<td>s.f.</td>
<td>Frame, hang &amp; finish new walls</td>
<td></td>
<td>s.f.</td>
<td></td>
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<tr>
<td></td>
<td>ea.</td>
<td>Fabricate bulkheads</td>
<td></td>
<td>ea.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>allowance</td>
<td>Patch walls</td>
<td>allowance</td>
<td>allowance</td>
<td></td>
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<tr>
<td></td>
<td>l.s.</td>
<td>Paint</td>
<td></td>
<td>l.s.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>s.f.</td>
<td>F &amp; I 2x2' acoustical ceiling</td>
<td></td>
<td>s.f.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>s.f.</td>
<td>F &amp; I carpet</td>
<td></td>
<td>s.f.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>l.f.</td>
<td>F &amp; I vinyl base</td>
<td></td>
<td>l.f.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>l.s.</td>
<td>Electrical work: demo existing lights and outlets and F &amp; I (11) new 2 x 4 reflective lights with 3 zones in ea room and F &amp; I power to screen in ceiling and to av cabinet</td>
<td></td>
<td>l.s.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ea.</td>
<td>Fabricate and install special doors to av alcoves</td>
<td>ea.</td>
<td>ea.</td>
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</tbody>
</table>
Engaged with Faculty

• How do you want to teach?

• How does the classroom environment contribute to/inhibit learning?
1.1 Flexible (20p)

2.1 Flexible (28p)

2.2 Fixed/Flexible (35p)

1.2 Fixed (20p)

2.4 Tablet Arm Chairs (25p)

3.3 Fixed Tiered (53p)

Programming Process
Conclusions

- Preference for discussion mode
- Preference for tables over tablet arm chairs
- Preference for layout flexibility
- Request for baseline A/V technology in all rooms
- Need for proper lighting, heating, shades, etc.
- Some preferences for other classroom types, furniture styles.
## Programming Results

### Overall Recommendations

<table>
<thead>
<tr>
<th>Description</th>
<th>Existing</th>
<th>Programmed</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Seminar Room – flexible, ganged rectangle</td>
<td>9</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>1.2 Seminar Room – fixed, central table</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>1.3 Seminar Room – flexible, central table</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>1.4 Seminar Room – tablet arm chairs</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>17</strong></td>
<td><strong>23</strong></td>
<td><strong>25</strong></td>
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<tr>
<td>2.1 Discussion/Lecture Classroom – flexible, “C” shape</td>
<td>0</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>2.2 Discussion/Lecture Classroom – fixed/flexible, “U” shape</td>
<td>1</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>2.3 Discussion/Lecture Classroom – fixed tiered, “U” shape</td>
<td>7</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>2.4 Discussion/Lecture Classroom – tablet arm chairs</td>
<td>9</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>17</strong></td>
<td><strong>42</strong></td>
<td><strong>37</strong></td>
</tr>
<tr>
<td>3.1 Lecture Classroom – flexible, tables</td>
<td>14</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>3.2 Lecture Classroom – fixed tiered</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>3.3 Lecture Classroom – fixed tiered, curved</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.4 Lecture Classroom – tablet arm chairs</td>
<td>24</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>42</strong></td>
<td><strong>12</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>4.1 Lecture Hall – tiered, continuous tables (&gt;70)</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.2 Lecture Hall – tiered, theater seating (&gt;70)</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>79</strong></td>
<td><strong>79</strong></td>
</tr>
</tbody>
</table>
COCIC Current Process

Fall:
• Identify new problem classrooms; solicit suggestions from academics
• Develop list of possible project; walk-through examination of each
• Determine rooms, outline options, meet with faculty users
• Gather feedback about recent renovations

Winter/Spring:
• Develop scope of project plans and estimates
• Secure approval of Dean’s and President’s Cabinet
• Secure sub-contractors

Summer: Renovate
Questions?
Lessons Learned

• Value of a single committee overseeing the entire process.

• Value of starting small on projects that offer opportunity for immediate and visible impact.

• Importance of engaging faculty and users at the right time.

• Importance of clustering renovations to make best use of resources.

Susan Denman Breeden, University Registrar
Lessons Learned

• That acting as our own general contractor achieves a better project as less cost

• That collaborating with colleagues in design/construction, technology and furnishing makes for efficient and creative planning

• That monitoring the evolution of renovations (technologies, lighting, furniture, etc.) informs long-range planning

• That flexible furniture is a double-edged sword.

Andrew McBride, Associate Vice President for Facilities, University Architect
Lessons Learned

• Importance of having the same base line AV, with touch panel systems the same/similar in all rooms and locations

• Importance of paying attention to special needs—disciplinary, conferencing, etc.

• Value of predictable schedules for maintenance and refreshing of technologies.

Doug West, Assistant Vice President, Telecommunications, User Services, and Media Support
Lessons Learned

Faculty need to be heard:

• During the nomination process to assist in determining priorities, to understand their concerns

• During the design process to validate solutions and get their buy-in as decisions are being made

• During the post-renovation semester to understand positive/negative responses and capture new ideas for the next round.
Lessons Learned

• Don’t assume it will be a static plan.

• Plan from the inside out. Understand the institutional culture and context.

• Anticipate the future, determining the impact of today’s planning on tomorrow’s spaces.

• Focus on enhancing the quality of learning for all students. Focus on the campus as a community of learners.

Kathryn Monday, Vice President for Information Services
With Thanks

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Thanks to University of Richmond and Ellenzweig Architects for all photos.
Upcoming LSC Webinars

• LSC Webinar: The University of Minnesota Experience with Active Learning Classrooms: Connecting the dots between developing and assessing program, pedagogy, faculty, and space.
  ➢ October 11, 2012 / 4:00 p.m. EDT

• LSC Webinar: The University of California Berkeley Experience of the Working Group - Making the Case for Active Learning Classrooms
  ➢ November 14, 2012 / 4:00 p.m. EST

• LSC Webinar: The University of Illinois at Chicago Experience with Project Oasis, an Informal Learning Space Program
  ➢ December 11, 2012 / 4:00 p.m. EST

For more information: http://www.pkallsc.org/

Thanks to University of Richmond and Ellenzweig Architects for all photos.