

# **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



Kevin Creamer, Director, Center for Teaching, Learning, and Technology

# What was the context then?

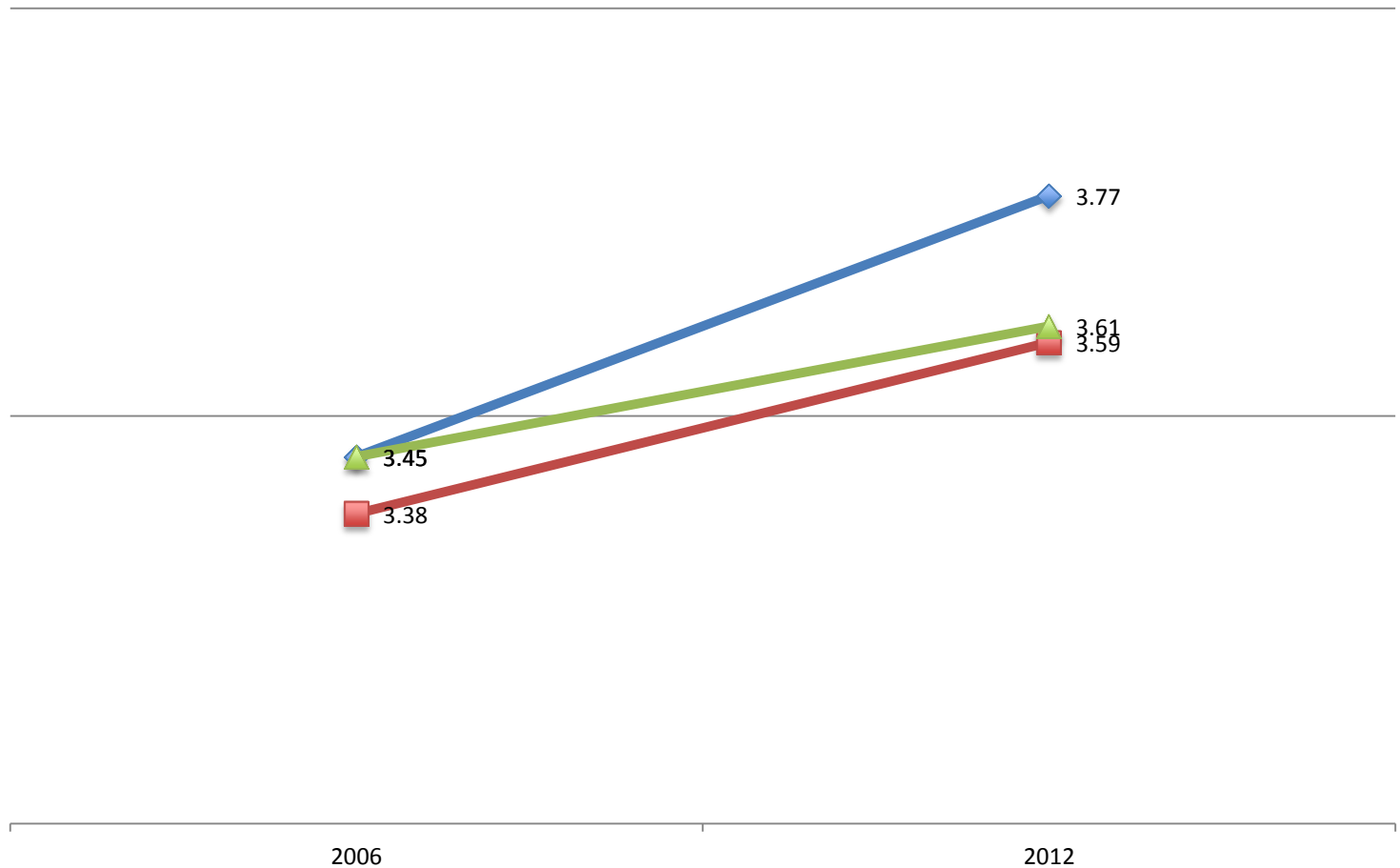
## Technology in Meeting Spaces / Classrooms Richmond Faculty 2006-2012

Frequency of Use Importance Satisfaction

One to Three Times a Week

Very Important

Satisfied





# 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.

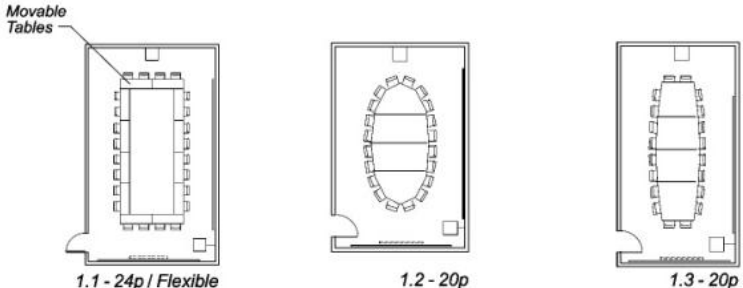
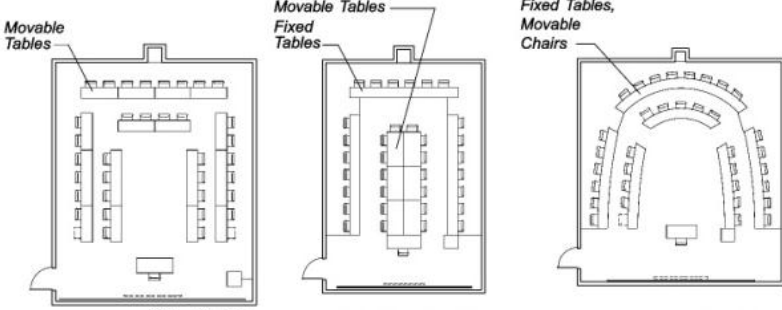
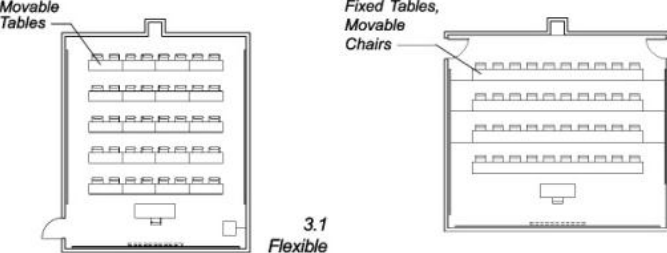
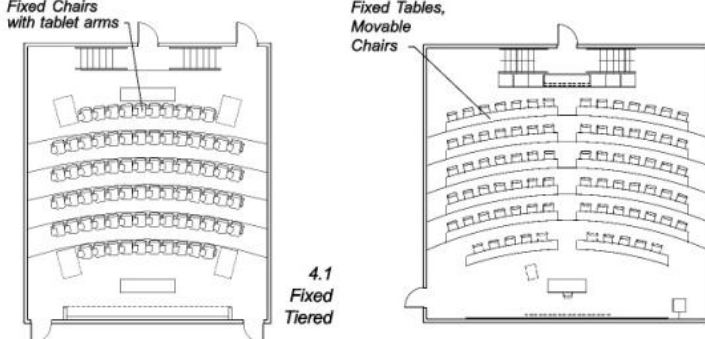


# Assembled the team

- 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.*



Classroom Type	
<p>1. Seminar Room 15-24p</p>	 <p>1.1 - 24p / Flexible</p> <p>1.2 - 20p</p> <p>1.3 - 20p</p>
<p>2. Discussion/lecture classroom 25 - 40p (35p capacity shown)</p>	 <p>2.1 - Flexible</p> <p>2.2 - Fixed/Flexible Tiered</p> <p>2.3 - Fixed Tiered</p>
<p>3. Lecture hall 25 - 50p (40p capacity shown)</p>	 <p>3.1 Flexible</p> <p>3.2 Fixed Tiered</p>
<p>4. Auditorium 75-120p (80p capacity shown)</p>	 <p>4.1 Fixed Tiered</p> <p>4.2 Fixed Tiered</p>

# 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.

**Boatwright Memorial Library  
Alterations for MRC 1-4**

Quantity	Units	Description	Rate	Units	Total
<b>General Construction</b>					
60	hrs	Supervision		hrs	
30	hrs	Daily clean up		hrs	
16	hrs	Final clean up		hrs	
16	hrs	Haul debris to dumpster		hrs	
1	allowance	Dust protection		allowance	
2	ea.	dumpsters		ea.	
				subtotal	
<b>MRC 1 &amp; 2</b>					
722	s.f.	Remove carpet		s.f.	
722	s.f.	Remove ceiling		s.f.	
1	ea.	Remove door & frame		ea.	
408	s.f.	Frame, hang & finish new walls		s.f.	
1	ea.	Close-in door opening		ea.	
3	ea.	Fabricate bulkheads		ea.	
1	allowance	Patch walls		allowance	
1	l.s.	Paint		l.s.	
722	s.f.	F & I 2'x 2' acoustical ceiling		s.f.	
722	s.f.	F & I carpet		s.f.	
126	l.f.	F & I vinyl base		l.f.	
1	l.s.	Electrical work: demo existing lights and outlets and F & I (11) new 2 x 4 reflective lights with 3 zones in ea room and F & I power to screen in ceiling and to a/v cabinet		l.s.	
2	ea.	Fabricate and install special doors to a/v alcoves		ea.	

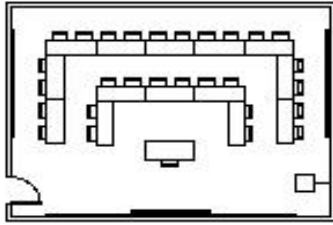
## Developed baseline data

- 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%

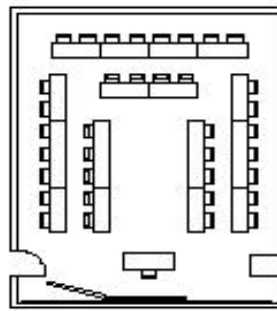
# Engaged with Faculty

- How do you want to teach?
- How does the classroom environment contribute to/inhibit learning?

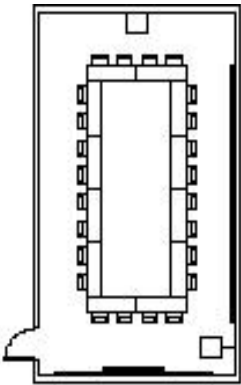




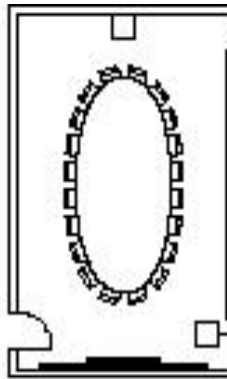
2.1 Flexible (28p)



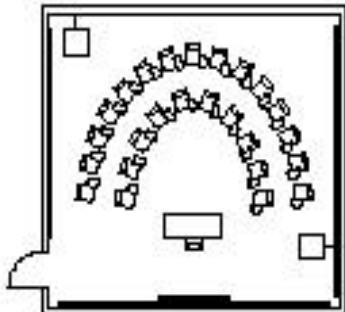
2.2 Fixed/Flexible (35p)



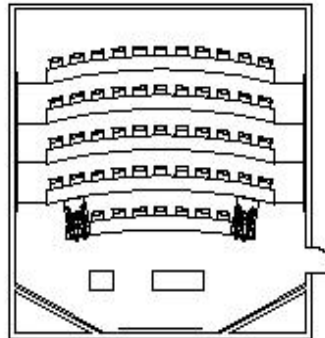
1.1 Flexible (20p)



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

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



# 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.



Kevin Creamer, Director, Center for Teaching, Learning, and Technology

# 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  
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