



A Successful Approach for Managing 21st Century Classrooms



Campus Technology
2009



Today's Presentation

- Introduce University of Minnesota's Office of Classroom Management (OCM) concept
- Briefly overview U of M classroom standards and metrics-based approach
- Discuss OCM's use of metrics & scorecard reporting systems for performance management and communications with university community



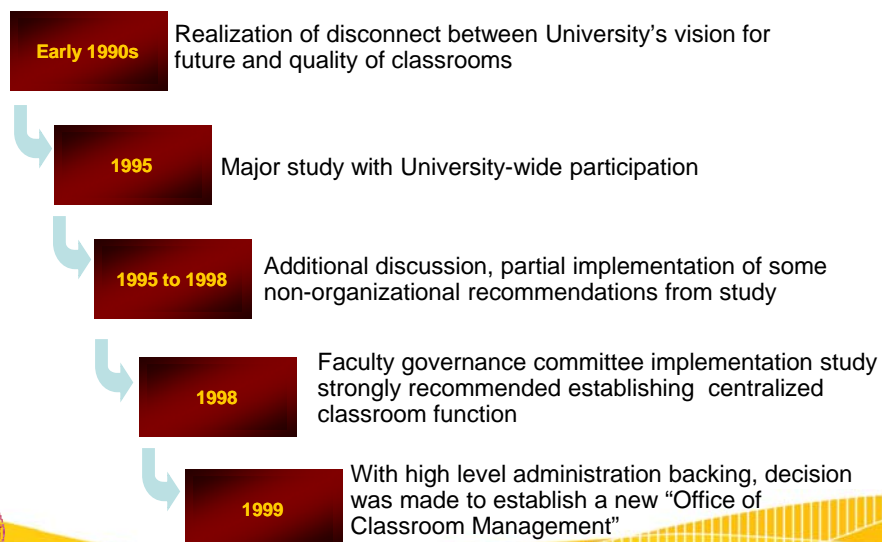
Why Classroom Management?

- Teaching and learning are at the heart of the University's mission
- Mid - late 1990's:
 - Realization of disconnect between University's strategic vision for the future and the quality of central classrooms
 - Central classrooms were not meeting expectations of students or needs of faculty
 - Comprehensive formal study:

“Everybody involved... Nobody in charge”



Evolutionary Process



Problem Scope ~ 1990's

- 340 central classrooms with 25,000 student seats in 60+ buildings
 - No standards
 - Inefficient space utilization & scheduling
 - Poor physical condition
 - Lacking in technology
 - Users not supported
 - Not keeping pace with changes in teaching
 - No voice or advocate for investment
 - Lack of accountability



Solution

- Address the problem with a direct approach that was innovative, comprehensive and based on ACCOUNTABILITY
- Create a new “clean sheet of paper” organization in Fall 1999
 - Mission: “**Single point of responsibility & accountability for ALL central classroom issues**”
 - Charge: “Fix the problem”



“Be the Champion for classrooms”

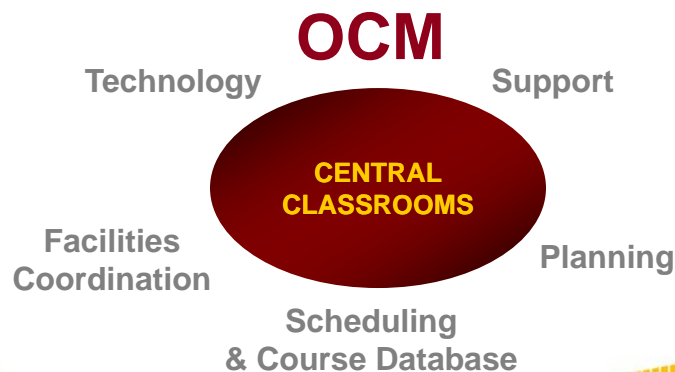
Implementation

- Director was hired, and given high level access to colleges and central administration
- Course Data Base and Scheduling functions from Registrar were assigned to OCM
- AV Media Resources business unit was assigned to OCM and became the basis of tech dept
- Other functions were built upon this organizational nucleus



OCM Organizational Synergy

Unique 360 degree perspective on classroom teaching & learning allows OCM to leverage information and function as subject matter resource and champion for all classroom issues

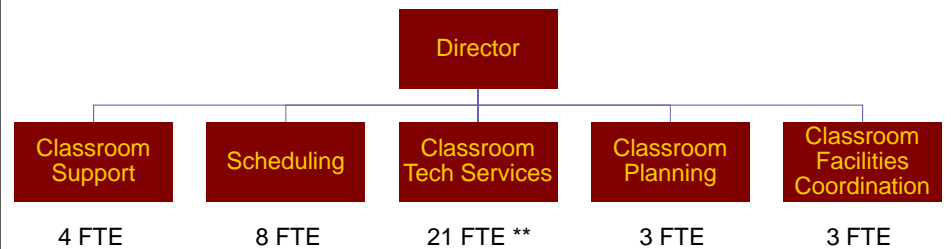


OCM Organizational Units

Scheduling	Classroom Support	Classroom Facilities Coordination	Classroom Planning	Classroom Technical Services (CTS)
<ul style="list-style-type: none"> • Course Data Base • Class Schedule & Course Guide • Scheduling & utilization of central classrooms • Event scheduling 	<ul style="list-style-type: none"> • Classroom & Faculty support; problem response • Lifecycle cost development & coordination • Classroom database • Classroom Web site • Classroom Hotline 	<ul style="list-style-type: none"> • Classroom physical environment • Classroom facilities ops, readiness & maintenance • Condition assessment & documentation • FF&E standards & management 	<ul style="list-style-type: none"> • Classroom capital planning • New construction & Renovation • Project delivery • Classroom construction standards • Room design & coordination • Future inventory rqmts & plans 	<ul style="list-style-type: none"> • Classroom technology environment • Technology standards, design, installation, service and maintenance • Internal Service Organization (ISO) business unit • External sales



OCM Organization



** Note: Classroom Tech Services is a financially self sustaining ISO business unit

Central O&M funding: FTE: 19
ISO funding: FTE: 21



Organizational Placement

- One can make the case to place a centralized OCM-like group in campus academic, IT or facilities organizations
- In many respects, the optimum placement is a function of campus culture
- For the University of Minnesota, the best fit was in the academic structure



OCM Organizational Placement

- OCM reports to Director, Academic Support Resources who reports to Provost
- OCM is the managing agent (not “owner”) of the Provost’s central classrooms
- OCM is an academic organization that works extensively in facilities and technology areas
 - Dual role with other campus service providers (FM, OIT, NTS, etc) as both partner and customer
 - Role of subject matter resource for all classroom issues



Fundamental Basis of OCM Methodology

- Establish standards
- Establish metrics. Measure performance
- Accurately analyze data. Communicate transparent info and reporting to constituents
- Deliver improvement and results
- Implement systematic management processes to sustain excellence

LEVERAGE AND INTEGRATE OCM's UNIQUE 360 DEGREE PERSPECTIVE OF ALL CLASSROOM ISSUES



Importance of Communications

- As a startup organization trying to implement change, OCM emphasized communications strategy from the outset
- Communications strategy based on providing value-added two-way dialog
 - empowering users with web-based information
 - meaningful storylines built upon standards + performance metrics + deliverables
 - goals that aligned with University strategy



Metrics Driven Communication

- Goals for OCM Metrics
 - Understandable and meaningful
 - Connected to faculty, student, and University needs
 - Useful in producing practical results and measuring the attainment of goals
 - Transparent, truthful, and accurate



Complexity of Communications

- Broad scope of OCM's functional responsibilities plus growing number of measures steadily increased the complexity of communications:
 - How to “frame” communications with a diverse audience, covering a wide range of subjects?
 - How to keep communications relevant for university community?

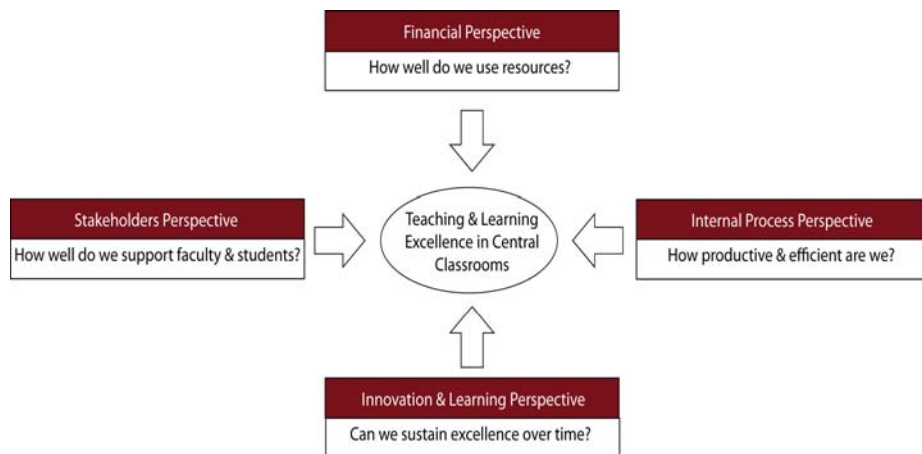


OCM's Balanced Scorecard

- Evolved as a template to organize and “frame” metrics and complex performance indicators in a format that aids communication, discussion, and decision making within the University community
- Comprehensive reporting vehicle to the University community and transparent return on investment report to classroom cost pool stakeholders



OCM Strategic Perspectives



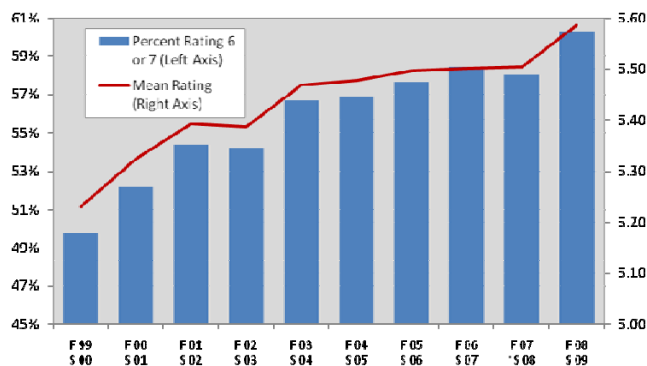
Overview

- Measures classroom teaching & learning performance
 - 16 Key Performance Indicators (KPI)
 - 7 Performance Indicators (PI)



Student Survey

Student Rating of Teaching (SRT) Survey
General Purpose Classrooms (Scale of 1 to 7)

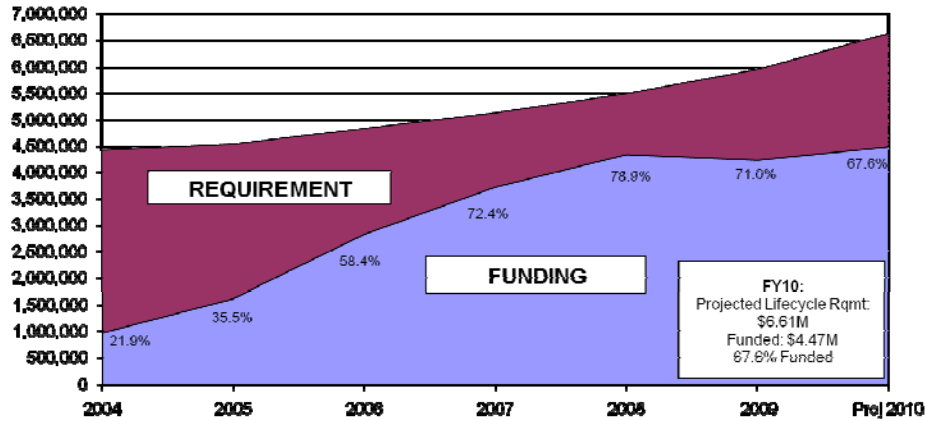


How would rate the physical environment in which you take this class, especially the classroom facilities, including your ability to see, hear, concentrate, and participate?

*Conversion from SET to SRT Survey occurred Spring 2008



Funding of Lifecycle Costs



Classroom Utilization Dashboards

Central Classroom Utilization Dashboard

Select Semester, Room Location, and Size:

Semester	Location/Campus	Room Size
Fall 2007	Train Center	NEW ROOMS
Fall 2007	West Bank	<50
Fall 2006	St. Paul	>=50, <100
Fall 2005	East Bank	>=100, <240
	West Bank	>=240

Summary Statistics:

Room Count: **277**

Average Room Capacity: **70**

Average Daily Hours Supplied: **2488**

Average Daily Hours Demanded: **1628**

Office of Classroom Management: **OCM**

Time Utilization Breakdown by Day and Clock Hour

Utilization by Day

Utilization by Clock Hour

Day	Eight	Nine	Ten	Eleven	Twelve	One	Two	Three	Four	Average
Mon	26%	56%	80%	78%	62%	61%	66%	56%	56%	60%
Tue	38%	58%	91%	91%	72%	65%	82%	85%	66%	72%
Wed	31%	59%	65%	66%	70%	67%	76%	68%	66%	68%
Thur	42%	64%	93%	94%	81%	84%	84%	87%	66%	82%
Fri	25%	45%	60%	62%	49%	48%	51%	44%	29%	46%
Average	32%	57%	82%	82%	69%	64%	72%	69%	58%	65%

8am to 5pm

Time Utilization: **65%**

Seat Occupancy: **72%**

Prog. vs Act. Difference: **15%**

9am to 2pm

Time Utilization: **72%**

Seat Occupancy: **74%**

Prog. vs Act. Difference: **13%**

Utilization Goals: Time Utilization: 71% Seat Occupancy: 65% Prog. vs Act. Difference: +/- 10%



OCM Staff Development Indicators 2008-09

Advanced/Promoted	22%
Attended professional conferences, development or training programs	78%
Attained certification, license, degree or formal professional designation	32%
Participated in Regents Scholarship program	27%
Formal Presentations	106
Retention	98%



The U of MN Difference

- In most institutions, this information, if it is available, is often compartmentalized in academic units, FM, IT, Planning, Registrar, Space Management and several Helpdesk offices
- The OCM concept integrates and leverages all of these diverse information elements on a daily basis



Continuous Improvement

- OCM Balanced Scorecard is in its fourth year of use as our comprehensive summary compilation of graphs, charts, and indicators in a single report
- Published on OCM Web site:
 - www.classroom.umn.edu
- Continually looking to refine



Keys to Success

- Maintain close ties and direct contact with faculty
 - Classroom Advisory Committee
 - Academy of Distinguished Teachers
 - Numerous Faculty Governance Committees
 - Direct daily contact at all departmental levels
- Leverage unique internal OCM info for faculty and partners
- Communicate! Communicate! Communicate!
- Use classroom Web site to empower faculty and dept
 - www.classroom.umn.edu
 - Integrated gateway for all central classroom content
- Deliver results. Deliver value. Deliver quality.
- Maintain strong service orientation



Summary of Initiatives

- Develop Communications with Univ Community
- Improve Classroom Physical Environment
- Upgrade Classroom Technology
- Develop Problem Response Capability
- Improve Classroom Scheduling & Space Utilization
- Develop Comprehensive Classroom Funding Model
- Implement Standards, Metrics & Performance Management
- Implement OCM Balanced Scorecard



Results – Culture Change

Major Culture Change

- Old U of M view of classrooms:
“A classroom is four walls and a blackboard. It needs little funding or management support”
- Growing new realization:
“A classroom is a teaching and learning system. It is technology-intensive and requires planning, management attention, and recurring funding for life-cycle maintenance, equipment replacement costs and faculty support staffing”



Results – Commitment

Commitment to Classrooms

- The very existence of the Office of Classroom Management demonstrates the University's commitment to its central classrooms
- OCM and its partners are finding innovative methods and new business practices to leverage resources and improve valuable classroom assets



Results – OCM Concept

OCM Concept Validation

- Dramatic improvements in central classrooms in short period have validated the “single point of responsibility and accountability” concept
- OCM has shown that it is uniquely positioned to view, to act upon and to manage all aspects of the complex classroom equation - from standards and design to scheduling and use
- OCM has successfully leveraged its in-depth expertise and resources with University partners to improve teaching & learning support for students and faculty
- OCM is poised to make even greater positive impact in future



Future Plans: STSS



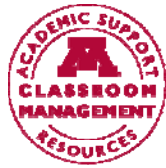
Questions?



Comments & Feedback Welcome

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Web site: www.classroom.umn.edu



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