Instructional Space Scheduling Policy

Faculty Senate
November 9, 2016
We have enough classroom space—in theory

• Classroom space (seats) exceeds total need
• Room assignments and class meeting patterns reflect flexibility given to units to customize scheduling and respond to faculty preferences
• Pinch points exist—and will become more common
Why the squeeze?

- Growing overall enrollment
- Growing enrollments in “gateway” and other desired classes (e.g., CIS)
- Increasing student access across programs (e.g., CCB)
- Increasing demand in geographic focus areas (e.g., BME classes on the Ag Quad)
Current scheduling practices cause frustration for:

- **Students:**
  - 263 known student conflicts in Fall 2015
  - “Known conflict” = approved exemption to be in two classes at the same time
  - Actual level of “discouragement” unknown

- **Faculty**
  - Sometimes unable to find suitable classroom within short walking distance

- **Administrative staff**
  - Time devoted to customized solutions

- **Deans**
  - E.G. CIS requires a special meeting with central administrators just to schedule its large course

<table>
<thead>
<tr>
<th>College</th>
<th>Students w/Exemption*</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG</td>
<td>56</td>
</tr>
<tr>
<td>AR</td>
<td>7</td>
</tr>
<tr>
<td>AS</td>
<td>42</td>
</tr>
<tr>
<td>EN</td>
<td>131</td>
</tr>
<tr>
<td>HA</td>
<td>10</td>
</tr>
<tr>
<td>HE</td>
<td>16</td>
</tr>
<tr>
<td>IL</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>263</strong></td>
</tr>
</tbody>
</table>
New Classroom Scheduling Policy designed to improve:

1. Opportunities for students (access to classes)
   - Facilitating any person/any study – place where students have more flexibility

2. Fair access to classrooms for faculty

3. Stewardship of resources
   - Space/rooms
   - Equipment
   - Technical support staff
   - Administrative staff associated with room scheduling activities

... through meeting 3 objectives
Objective 1: Reduce conflicts created by strange class times and periods

• Enhance adherence to faculty-approved start and end times
  – I.e., 50 min or 75 min periods at 9:05, 10:10, etc.
  – Better scheduling “fits”
  – Higher resource utilization

• Currently 7.6% of students in seats with non-standard class times. This adds up to 6532 student-seats.

• [note: approved meeting pattern policy was last updated in 1981, and may not reflect current preferences. But we are not proposing to revisit that.]
Objective 2: Assign classrooms that are right sized

- Strive for 50-75% seats full across all rooms and all classes

Red is too full: above 75% a room could feel “crowded”

Green is where we want to be: 50-75% seats filled

Blue is poor space use: A large portion of these classes in 50+ rooms would fit in smaller rooms
### Objective 3: Use the whole day

<table>
<thead>
<tr>
<th>Block</th>
<th>Classes that start at</th>
<th>Current Class Distribution</th>
<th>NEW Targeted Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:05 am or earlier</td>
<td>17%</td>
<td>&gt; 20%</td>
</tr>
<tr>
<td>2</td>
<td>10:10 to 11:40 am</td>
<td>38%</td>
<td>&lt; 30%</td>
</tr>
<tr>
<td>3</td>
<td>12:20 or 1:25 pm</td>
<td>28%</td>
<td>&lt; 30%</td>
</tr>
<tr>
<td>4</td>
<td>2:00 pm or later</td>
<td>19%</td>
<td>&gt; 20%</td>
</tr>
</tbody>
</table>
New Policy: Class Scheduling Order

• Schedule largest classes first
• Schedule Foundation classes next
• Schedule the remainder of classes, based on
  – Enrollments (largest to smallest)
  – Meeting frequency (most to least)
• Schedule exemptions last
  – Laboratory, studio, field study, independent study, research, and clinic classes
  – Classes held in rooms other than classrooms
Where we are, and next steps

• Where we are:
  – Policy drafted in discussion with University Registrar and Associate Deans
  – Discussed by EPC of Faculty Senate in November 2013, with consensus to approve
  – Open for discussion today

• Next:
  – Pending comments from Senate, return to Associate Deans for vote into action
Thank You!