

CLASSROOM SCHEDULING PRINCIPLES

APPROVED BY THE FACULTY SENATE
NOVEMBER 9, 2004

PREPARED BY THE
UMBC CLASSROOM COMMITTEE

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EXECUTIVE SUMMARY

This report presents for campus discussion a series of proposals developed by the Classroom Committee concerning classroom scheduling practices leading to increased efficiency in the use of classroom and lecture hall space. The key feature of the proposals are: a) moving the free hour to Noon – 1:00 PM; b) extend the class schedule by enhanced use of early morning and evening class times; c) establish a more balanced distribution of class meetings between MWF and TTh. Additional observations and recommendations are also included addressing the anticipated impact of the above proposals as well as dealing with classroom maintenance and upgrade.

1. INTRODUCTION

In the fall of 2003, Provost Arthur Johnson charged the Classroom Committee with the following two tasks:

- a) Review the campus classroom scheduling practices and provide recommendations on scheduling polices and practices leading to more efficient use of the classrooms and lecture halls.
- b) Provide recommendations for increased utilization of Friday afternoons for scheduling in order to improve campus climate.

The request to carry out the above tasks emanated from three factors: 1) the current scheduling practices and standard class time blocks were approved by the Faculty Senate in 1997/98 and have not been reviewed since; 2) the campus is facing serious class scheduling challenges with increasingly a number of classes not having classrooms available at some times of the day; 3) the Board of Regents has established an Effectiveness and Efficiency Initiative that includes specific targets for classroom utilization, such as achieving by 2006 a classroom utilization on Fridays that is similar to the average utilization for the other days of the week.

2. APPROACH TAKEN FOR DEVELOPMENT OF THE PROPOSALS

In order to address the charge given by the Provost, the Classroom Committee met monthly (and often biweekly) during the Fall 2003 and Spring 2004 semesters. The membership of the committee included faculty and staff representatives from a number of academic departments, a representative from the department chairs, a student representative as well as representatives from key units and divisions, such as the Registrar's Office, OIT and AV Services, the Physical Plant and the Library.

The committee developed a survey on Scheduling and Instructional Pedagogy Needs. This survey was sent to all department chairs/program directors with the request to involve their respective schedule coordinators in completing the survey. A response rate of over 90% was obtained. A compilation of the survey results is included in Appedix 1 with a summary in Power Point format shown in Appendix 2.

Information on classroom utilization and demand was provided to the committee by the Registrar's Office. This information is shown in Table 1.

Table 1

Supply vs Demand for University Classrooms by Scheduling Time Blocks for Fall '04
Based on the draft Schedule of Classes as of 3/24/04

Numbers in bold represent the number of rooms available after classrooms had been assigned to classes scheduled for the specified time block. Negative numbers indicate the number of classes for which university classrooms were not available. The supply of university classrooms = 72 including lecture halls.

	Monday	Tuesday	Wednesday	Thursday	Friday
8	MWF 8 = 43	TTH 8:30 = 32			
9	MWF 9 = 13				
10	MWF 10 = 4	TTH 10 = -14			
11	MWF 11 = 0	TTH 11:30 = 5			
12	MWF 12 = 1				
1		TTH 1 = -10			
2	MW 2, MWF 2 = -9	TTH 2:30 = 0			F 2 = 46
3	MWF 3 = 0				
4	MW 3:30 = 3 M 4:30 = 1	TTH 4 = 0 T 4:30 = 1			
5					F 5 = 71
6	MW 5-30 = -8	TTH 5:30 = 5			
7	M 7 = 31 MW 7 = 23	T 7 = 29 TTH 7 = 26	W 7 = 28	TH 7 = 30	F 7 = 72
8					
9					

GREEN: more than 5 rooms available
PINK = 5 or fewer rooms available
RED = demand exceeds supply

dlh: 4/11/04

Utilizing the information available, the Classroom Committee developed a series of proposals for campus discussion which are included in the next section of this report. An initial summary of these proposals was presented at the May 2004 meetings of the Provost's Council, Faculty Senate and Campus-wide Chairs Meetings. Follow-up meetings were held during the early summer with key campus units/divisions also impacted by these proposals in order to obtain initial feedback on such impact; these included Food Services, the Library, AV Services and OIT Labs, Athletics, Parking, and Shuttle Bus Services.

3. CLASSROOM SCHEDULING PROPOSALS

Based on the information gathered as described in the previous section, and the ensuing discussions at the committee meetings, the Classroom Committee developed the proposals hereby presented for campus discussion listed on pages 8 and 9. A diagrammatic representation of the new class schedule format is shown on Figure 1. If approved, these proposals would go into effect Fall 2005, with a possible trial implementation Spring 2005. This report represents a consensus document from the committee with a recognition that unanimity was not obtained on all points.

PROPOSALS FOR CAMPUS DISCUSSION

1. Adopt the following Standard Time Blocks for 3 credit classes:

MWF 8:00 – 8:50 AM	TuTh 8:30 – 9:45 AM
MWF 9:00 – 9:50 AM	TuTh 10:00 – 11:15 AM
MWF 10:00 – 10:50 AM	TuTh 11:30 AM – 12:45 PM
MWF 11:00 – 11:50 AM	TuTh 1:00 - 2:15 PM
MWF 1:00 – 1:50 PM	TuTh 2:30 – 3:45 PM
MWF 2:00 – 2:50 PM	TuTh 4:00 – 5:15 PM
MWF 3:00 – 3:50 PM	TuTh 5:30 – 6:45 PM
	TuTh 7:00 – 8:15 PM

MWF* 1:00 – 2:15 PM	Tu 4:30 – 7:00 PM
MWF* 2:30 – 3:45 PM	Tu 7:10 – 9:40 PM
MWF* 4:00 – 5:15 PM	Th 4:30 – 7:00 PM
MW 5:30 – 6:45 PM	Th 7:10 – 9:40 PM
MW 7:00 – 8:15 PM	

M 4:30 – 7:00 PM
M 7:10 – 9:40 PM
W 4:30 – 7:00 PM
W 7:10 – 9:40 PM

*MW, or WF, or MF

2. Move the free hour to MWF Noon – 1:00 PM

3. Establish the following scheduling guidelines for all departments (with percentages based on all classes which have a defined on-campus meeting location):
 - A. Class meetings should be evenly balanced (within 5%) between MWF (including M, W, F, MW, MF & WF) and T TH (including T, TH) scheduling. Departments are encouraged to establish workload policies which facilitate this balance.

 - B. 15-20% of a department's classes should either: a) start before 10 AM with 5-10% starting before 9 AM or b) start at or after 7 PM.

 - C. Departments may schedule up to 5% of their classes in the MW 1-2:15 PM and 2:30-3:45 PM time slots.

4. Create a “Class Scheduling Adjudicating Committee” to act on requests for non-standard class times. While the composition of such committee may change as a function of the university reorganization plan, it is recommended that the initial committee membership include:
 - representative from the Registrar
 - representative from the Chairs
 - representative from the Graduate Program Directors
 - representative from the Undergraduate Council
 - representative from the Provost Office
5. The standard time blocks apply, as is currently the case, to 3-credit courses. These courses comprise the majority of UMBC classes. For courses with credit values other than 3 credits (the majority of these are 4-credit courses), currently existing models can continue to serve as a basis for scheduling. The integrity of instructional programs where interactions among courses exist, including across departments, should be maintained.

The following guidelines should be observed for scheduling:

- Classroom scheduling conflicts should be minimized
 - Student scheduling conflicts should be minimized
 - Number of standard scheduling time blocks affected should be minimized
 - Classroom utilization over the week should be balanced
6. Requests for non-standard scheduling should be reviewed and approved by the Class Scheduling Adjudicating Committee. The main criteria for the review should be impact on student scheduling options and impact on classroom utilization.

Some additional time blocks may be possible (such as MW, WF, MF 8:30 AM – 9:45 AM) if an adequate classroom utilization balance can be achieved.
 7. Classes scheduled in departmentally-controlled facilities should conform to the scheduling guidelines herein proposed and be evaluated as outlined in item 6 above.
 8. Preserving the free hour for participation in student organization activities and other campus activities continues to be a priority. Exceptions to this priority can occur upon compelling justification. Examples of such justification could be curricular requirements or availability of instructional facilities.

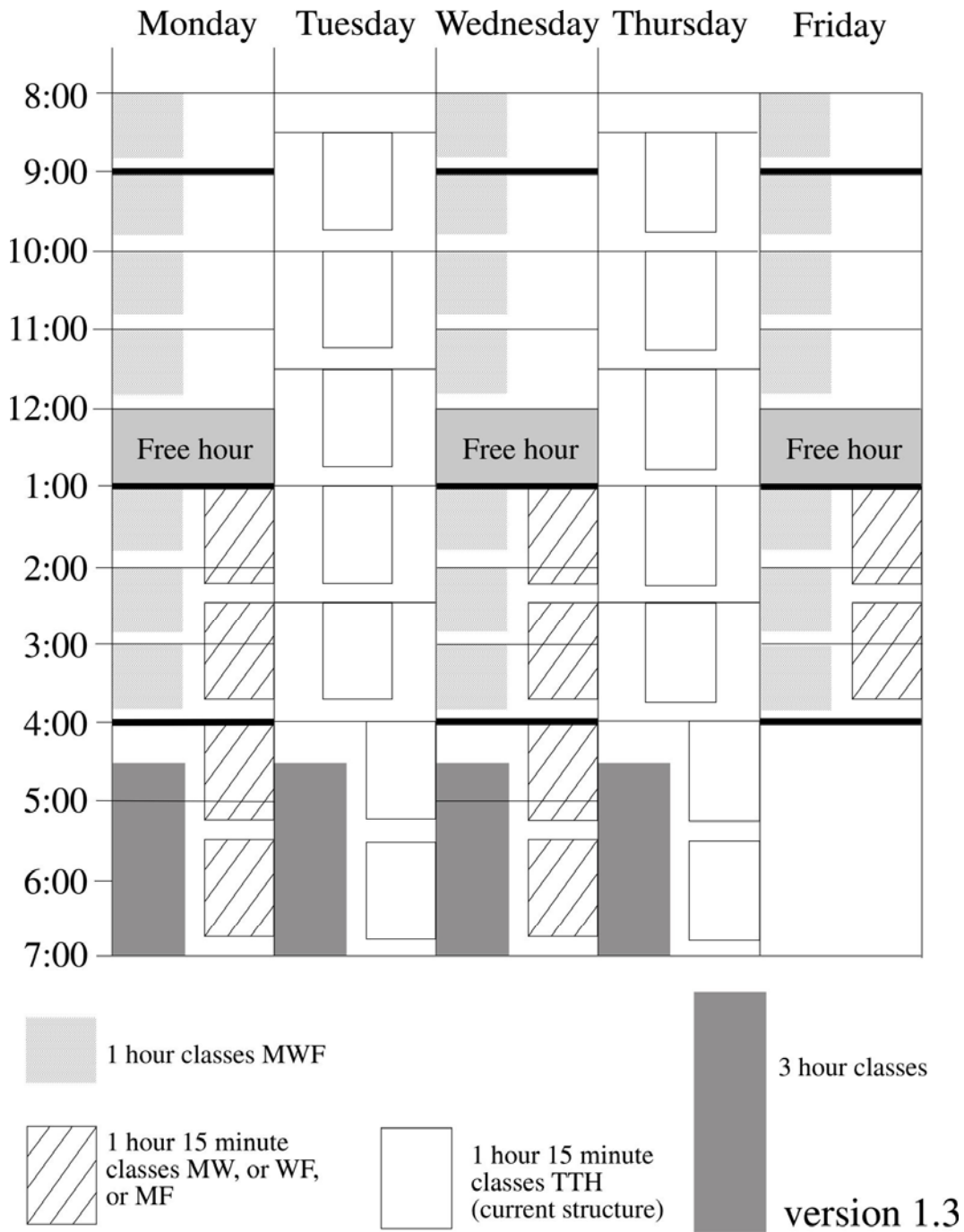


Figure 1

The newly proposed standard time blocks for 3 credit courses effectively extend the class times from 8:00 AM into the evening hours. Coupled with stated targets for distribution of classes between 50' and 75' classes, early morning/evening classes, and increased utilization of Friday afternoons, these proposals will provide for a more efficient use of the classroom space available on campus.

Also integral to the proposed schedule is moving the campus free hour to the Noon-1:00 PM time slot instead of the current 1:00-2:00 PM time period. The rationale for such proposal is four-fold:

1. It provides for an additional 75 minute time slot between the hours of 1:00 PM and 7:00 PM.
2. The additional 75 minute time slot is gained before 4:00 PM. This allows for the three 50 minute MWF time slots to align with the 75 minute time slots without having to use the 4:00 PM MWF time slot.
3. MW classes can begin at 4:00 PM instead of 4:30 PM. This provides two benefits:
 - a) Two 75 minute slots can be included in the early evening
 - b) The 75 minute classes end before 7:00 PM, allowing for movement of students and AV equipment in time to get to a 7:00 PM class.
4. It aligns the MWF schedule with the TTH schedule. All days will have classes starting at 1:00 PM and ending at either 6:45 PM or 7:00 PM.

5. ADDITIONAL CONSIDERATIONS AND RECOMMENDATIONS

The Classroom Committee wishes to highlight as well the following aspects resulting from the feedback received through the various group meetings held during May/June 2004 as well as raised during the committee discussions:

- 1) Principles for authorizing the use of “non-standard” class times should be announced to the academic departments
- 2) Several departments have expressed concern with meeting the proposed class schedule due to unique circumstances pertinent to their courses. These situations should be reviewed perhaps through the Class Scheduling Adjudicating Committee. Such cases can possibly be resolvable if they are constrained to within the department and such unique schedules do not impact on the students’ ability to take other courses and progress to graduation.

- 3) It is recommended that co-requisite courses be scheduled accordingly allowing students taking those courses to easily arrange their schedules.
- 4) The impact of the new course schedule on parking and shuttle bus services needs to be addressed; initial feedback is that earlier shuttle services will be needed, more buses required, and more gated parking may be needed.
- 5) Food Services will possibly need to add some labor at an estimated cost of \$20-25K/year. They are supportive of the proposals. It was noticed that Food Services expects to see a better distribution of meal times, possible increased revenue, and generation of student jobs as a result of the proposed schedule. Their recommendation was that the impact on Food Services should not be a factor in this decision.
- 6) The Library has indicated that no impact is expected from these proposals.
- 7) The Athletics department indicated that early morning/evenings will be helpful to student athletes. Friday classes will not be helpful due to their travel schedules.
- 8) AV Services indicated that additional resources (human and technical) will be required given more early morning and evening classes. An assessment of AV needs is included in Appendix 3.
- 9) Attention should be paid to developing classroom spaces that best match the campus needs. The survey indicated that small spaces are especially needed (<25 seat seminar rooms and 25-49 seat classrooms).
- 10) The Classroom Committee also recommends that a plan to maintain and upgrade technologically all general use classrooms be developed. Such plan should address issues such as:
 - a) Establishment of an annual budget for classroom/lecture halls maintenance and upgrade.
 - b) High priority placed on providing appropriate technology in support of classroom instruction in general classrooms.
 - c) Recommend an annual commitment to funding classroom technology for a sustained period of years.
 - d) A minimum standard of instructional technology be defined for selected general lecture classrooms.
 - e) A technology plan dedicated to meeting the minimum standard be developed which would phase in the placement of instructional technology

over three years (i.e., 33% of the selected general lecture classrooms each year) commencing in the fiscal year 2005-2006.

- f) That the technology plan incorporate a hierarchy schedule based on the seating capacity (possible three tiers 1-30, 31-49, and 50 or more) and the level of technology appropriate for the classroom, insuring that a broad cross-section of rooms are upgraded each year.
- g) A viable planned maintenance program be instituted which would insure that instructional technology is fully operational.

APPENDIX 1

***Classroom Committee
Scheduling and Instructional Pedagogy Needs
Survey Results***

Department or Program Name:

1. Administrative and Managerial Sciences
2. Africana Studies
3. American Studies
4. Ancient Studies
5. Biological Sciences
6. Center for Humanities
7. Chemical Engineering
8. Chemistry & Biochemistry
9. Computer Science & Electrical Engineering
10. Dance
11. Economics Department
12. Education
13. Emergency Health Services
14. English
15. English Language Center
16. First Year Seminar Program
17. Geography and Environmental Systems
18. Health Administration
19. History
20. Honors College
21. Human Context of Science & Technology
22. Interdisciplinary Science Program (Sci 100)
23. Information Systems
24. Math/Stat
25. Mechanical Engineering
26. Music
27. Philosophy
28. Physical Education
29. Physics
30. Political Science
31. Psychology
32. Public Policy
33. Social Work
34. Sociology and Anthropology
35. Women's Studies
36. Visual Arts

Please circle the response that best characterizes your department or program.

1. Who does the scheduling in your department or program?

Department chair = 7

Program director = 13

Faculty = 7

Staff member(s) = 7

Committee = 2

Other (please specify) –

- Department Chair with scheduling committee
- Faculty in working with their Individual Depts. decide on a time around departmental teaching assignments. They notify me of the decision. I convey that information and then follow-up with the registrar's office.
- Scheduling coordinator in consulting with the chair and program directors.
- Currently staff but it is scheduled to rotate every 5 years or so.
- Chair and scheduling officer
- **Scheduling Coordinator Assists**
- Associate Director = 1
- Associate Chair = 1

2. In what ways are your faculty involved in the class scheduling process?

(Please select all that apply).

- a. They provide general input into the scheduling process in terms of what they would like. = 26
- b. They select specific times they wish to teach. = 22
- c. They are assigned teaching times and/or days without being consulted = 0
- d. Other (*Please elaborate*):
 - They are flexible
 - Note: We have only 1 course specific to our program: HCST 100. It meets from 2-3:15p on MW. We use much AV high tech stuff and have had trouble finding the right space – we requested an ITE classroom for the fall and didn't get it.
 - Large courses are assigned to avoid conflicts both within the department and the university. Upper level courses have general input as to time and days, but the scheduler has final say.
 - We generally try to accommodate faculty teaching preference whenever possible.
 - Running conversation with curriculum committee regarding scheduling needs.
 - Because of pre requisites and co-requisites, most of our large classes are locked into a specific time slot.
 - They give top 3-4 preferences of what they would like to teach, they give time preferences-> by indicating when they cannot or prefer not to teach, they give other information that influences the puzzle that is involved in scheduling.

- We have seven areas of emphasis. Each area has a point person who schedules classes in their area. Those 7 schedules are turned in to me and I work with faculty to resolve any conflicts (rooms, times, etc)
- Since all of our faculty are part-time and most are working full-time outside the University, they are all limited to teaching in the evening. They provide input on what evenings they would like, but have been very responsive to our requests. They understand the need to schedule courses in such a way that required courses are generally not scheduled in conflict with each other.
- As an interdisciplinary major, many of our required courses are taught in other departments. With the exception of Sociology courses, we are seldom consulted or involved in the time selection for scheduling those courses.
- Faculty are accommodated when possible but factors such as room availability, special needs, and program considerations are also considered.
- Because of the large number of part time students in our program who have full time jobs, we only use the time slots Monday-Thursday, 4:30p-7:00 p and 7:00-9:45p. Our faculty are asked to give us several choices of days and times within those restricted times, and we juggle the courses around so that no two core courses are taught at the same time.

3. Does your department/program require the following types of classrooms for specific courses? If YES, has your department/program experienced difficulties with availability, design aspects, or AV resources in these types of classrooms for your courses? (Please check all that apply.)

	No	Yes	Experienced Difficulty in Availability of These Types of Classrooms	Experienced Difficulty in Room Design of These Types of Classrooms	Experienced Difficulty with Availability of AV Resources in These Types of Classrooms
a. Lecture Halls (100 or more seats)	12	19	7	6	7
b. Large Classrooms (50-99 seats)	10	20	9	12	10
c. Classrooms (25-49 seats)	1	29	14	16	14
d. Seminar Rooms (Less than 25 seats)	3	26	17, seasonally	15	12
e. Labs	10	13	4	0	1
f. Studios	13	3		1	
g. Other (please specify) -Controlled spaces. -science labs	2	2	1		

4. Please circle the top three types of presentation equipment and/or capabilities that your department or program requires.

- a. VHS Player = 17
- b. DVD Player = 7
- c. Data/Video Projector = 25
- d. Overhead Projector = 21
- e. Sound System (PA) = 4
- f. Document Camera = 2
- g. TV Receiver = 0
- h. Network Jack = 4
- i. Internet Access = 17
- j. Wireless Network = 2
- k. Dimmable Lights = 11,1(Ability to darken the room)
- l. Slide Projector = 6
- m. Other =
 - -This is hard- of the 4 circled, the slide projector is normally the least used-but is essential to a few. And those using slides, projectors, etc., all could use dimmable lights.
 - Internet access is becoming increasingly important.
 - chair will be nice.
 - Most of our classes (90%) are held in spaces controlled by our department.

The next three questions refer to nonstandard scheduling. A brief definition is provided below.

5. How often does your department/program utilize nonstandard scheduling in a typical semester?

- a. Not at all (*Please proceed to Question 8*) = 11
 - b. 1-3 times = 10
 - c. 4-7 times = 6
 - d. 8 or more times = 6
- **I have one adjunct who will only teach from 6 – 8:45pm.**
 - All Sci 100 sections meet at non-standard times

6. Are your nonstandard courses scheduled in: (*Please circle all that apply.*)

- a. University classrooms controlled by the Registrar's Office = 16
- b. Departmental space controlled by your department/program = 18
- c. Departmental space controlled by other departments or programs = 0
- d. Other (please specify) _____

7. Under what circumstances do you request nonstandard scheduling?

	Yes	No
a. Instructor availability	12	2
b. Student scheduling needs/preferences	8	3
c. Based upon needed sequencing of courses	5	3
d. Type of courses require it (e.g., 4 credit courses, etc.)	10	2
e. Other (please specify) _____	8	4

Other (specify):

1. Class that has an experimental component that needs to complement an off-campus site. For example, a class that is actively involved with an elementary on middle school experience.
2. Clinical experiment course and schedule.
3. Graduate courses and part timers.
4. Demands of MA programs.
5. Courses such as Scuba and Kyaking need 4 hour blocks of time. Courses which use outdoor facilities such as field space, swimming pools. The weather will dictate the amount of weeks which we will have to complete the activity course.
6. Types of courses (e.g. studio/production classes)
7. SCI 100 was set up with a lecture block from 2:00 – 3:00 PM.
8. To avoid scheduling two classes at the same time that are required for music majors.
9. If I have a class need for early morning MWF I will schedule it 8:30-9:45a MW; Econ begins classes on MW at 2:30-3:45; 4-5:15p else to allow better sequencing, I schedule “breaks” and moving times in the one day per week classes 4-6:45p allows for a 15 mins break and time before a 7:00 pm class (Both needed).

8. Currently there is an over-utilization of classroom facilities on particular days. In order to have better utilization of classroom facilities, which of the following would your department/program consider implementing? In addition, please select those items that your department/program is currently utilizing.

	Yes, we would consider implementing this	We currently utilize this
a. One day per week courses that meet only on Friday afternoons	9	5
b. MWF 2:00-2:50 and 3:00-3:50 courses	9, low attendance	4
c. Courses that start before 10:00 AM	15	25
d. Eliminate 2-day per week MW courses that are offered from 2-3:15 or 3:30-4:45	8	5
e. 2-day per week courses, where one day per week meets on Friday afternoon	13	1
f. Saturday classes	6,EHS 302 only, Friday/Saturday 2 day classes	1,Friday/ Saturday 2 day classes, Field Class only in conjunct. With a 2 hr lecture each week,
g. Other (please specify) _____ _____	3, Two day a week (M-Th)(Tu, Fri) ; Sunday, 2day per wk classes in Am on MW	1,Sunday
h. None (If none , please specify why this is the case.) ELC courses are currently scheduled to minimize conflict with other university courses.		

- SW students are in year-long field placements either M/W or T/Th. This limits class and schedule times for upper division courses.
- Most of our courses must be offered from 4:30-9:45 PM since many of our students (particularly graduate students) working during the day.
- None of the above. UMBC is not a residential (90-100%) campus. Working students' schedules will be inconvenienced.
- Because of our labs, we need to offer our lecture courses in morning and labs in the afternoon (Biological Sciences)

9. What percentage of your department's/program's courses are scheduled in classrooms managed by your department?

- a. Under 10 percent = 12
- b. 10 to 25 percent = 12
- c. 26 to 50 percent = 0
- d. 51 to 75 percent = 4
- e. 76 to 85 percent = 1
- f. Over 85 percent = 3
- g. Other comments:
 - Fall events do not have identical space, but department space that belongs to the faculty member's department is used.
 - Sci 100 lectures are in LH VI; labs are in a dedicated lab room.
 - NONE
 - Also Lecture Halls and ENG labs
 - We control no room large enough

10. What percentage of your courses are currently:

- a. **“Traditional”** courses (e.g., Courses that conduct most or all of the meetings or activities face-to-face during a fixed date, time, and location)? 80, 25, 80, 100, 100, 96, 100, 100, 50, 100, 85, 45, 85, 75, 69, 100, 100, 100, 95, 90-95, 100, 80, 100, 80, 100, 100, 75, 80, 100, 70, 75, 100
- b. **Web enhanced or online supported** (e.g., A course that makes use of the Web to enhance or supplement its face-to-face meetings)? 20, 75, 20, 4, 50, 15, 40, 10, 25, 15, 10, 5, 5, 10, 50, 20, 20, 20, 25, 25, 5, 30
- c. **Hybrid** (e.g., A class that replaces one or more of its face-to-face sessions with online activities that may or may not occur during a fixed date or time; the class meets part online and part face-to-face)? 100, 5, 5, 15, 10
- d. **Online only** (e.g., A class that meets only online)? 100, 10, 1, 5
Other Comments:
 - **Not including research or independent study courses.**
 - **But we use the lab 1/3 of the time for one course(during scheduled time)**
 - **A claim by a faculty member that he has a course/s online has not been substantiated.**
 - **Graduate EHS management teach (online)**
 - **Currently, we only offer 1 course (we've done this 3 times) – highly successful. We do use Blackboard.**

11. What level of each of the following types of courses has your department/program offered? (Please select all that apply.)

	Lower Division Undergraduate	Upper Division Undergraduate	Graduate
a. Traditional” face-to-face courses	25,most	25,most	16,most
b. Web enhanced or online supported courses	18	18	12
c. Hybrid courses	3, few	3, few	3, few
d. Online only	2	3	3

12. Is your department/program interested in, or have you discussed, the possibility of offering: (Please select all that apply.)

- a. Web enhanced or online supported courses = 20
- b. Hybrid courses = 13
- c. Online courses = 7
- d. We don't plan to offer any of the above types of courses. = 6

13. If there are any other issues related to Course Scheduling that have not been addressed in this survey, please provide information on these issues in the space provided below.

- 1. Lack of consistent policy/practice across departments
- 2. Since FYS courses do not have a departmental home like other special programs, the rules relating to scheduling priorities has to make allowances for these types of courses.
- 3. We need more studio space.
- 4. Availability of classrooms near storage area for lab and demonstration equipment.
- 5. Need to fit course into clinical schedule of paramedic students.
- 6. Fitting course schedule to needs of students working shift work.
- 7. Part time students prefer a 2 day a week schedule.
- 8. Classrooms are not available for 20-30 size classes. This appears to be a problem for all days/times with the exception of Fridays.
- 9. Apparently there are departments which control a whole building or floor of rooms (Chemistry, Fine Arts, I'm told by registrar) but also expect rooms in other buildings. They should be required to 100% utilize their rooms (8:00am – 9:45pm) before being allowed to have others.
- 10. English 0100, Composition, required of all freshmen is very problematic – partially due to registration practices and permissions, extreme variety needed to service entire population, administrative “holds” placed on courses and opened only in July or August
- 11. We have not had scheduling problems. Some of our courses require audio-visual. We schedule a number of courses before 10 am.

12. We need “math friendly” classrooms – good boards, good viewing of boards from everywhere in the classroom, and good lighting. There is not enough attention paid to upgrading rooms. Ultimately some rooms should have wireless capabilities when instructors want to demo something on a laptop.
13. Typically Physics courses require lots of blackboard space. Also, since demonstrations are frequently done, it is very convenient to have classrooms located in the Physics building. Demos usually don’t survive the trip across campus.
14. Since the ELC offers courses required for Conditionally Admitted students, we try to offer these undergraduate courses to avoid conflict with either content level course.
15. Our courses fall into one of these categories: 1) Large lecture hall courses, one of which needs several small (25-50) room for once a week discussion groups; 2) labs- which meet in rooms we control, The labs also need a lecture hall once or twice a week for a general lab lead off; 3) upper-level graduate courses usually meet in rooms we control.
16. We need keyboard equipment in lecture halls/large classrooms.
17. The primary issue is the need to schedule classes in rooms based on their enrollment history. If a course has previously enrolled less than 50 students, it should not be scheduled for a 90 seat classroom, regardless of the department’s desire.
18. I suggested once that we move to a MTh or TuFri schedule with the one day a week during the day classes on Wednesday
19. Allow Fri. day classes to begin at 1pm
20. I consider my scheduling in 3 ways 1) the courses we offer; who is teaching what/when and the number and type of class offered at certain times. This semester ECON department was told there was only 1 room available TuTh @ 4:00 PM. With the size of our program (and growing) this should be 4-5 if we need it!
21. Consideration of Deleting MWF 1-2:00 Free Hour or reducing to one day only, The free hour used not to exist at UMBC. Eliminate the one hour MWF Classes. Replace them with Tu, TH schedules, i.e. 75 minute periods.
22. The scheduling of computer labs controlled by OIT has been a problem. In particular, the use of the SGI lab in ECS 104A has been very problematic. It is my understanding the OIT will be eliminating the above lab without providing sound alternatives. Mechanical Engineers will suffer as a result.
23. Why not consider scheduling classes; MWF AM, but in addition, TU/Fri and Mon/Thursday classes. Wednesday AM and PM could be used for one day a week seminars.
24. Many departments use the 4:30-7p timeslot and we have found that sometimes the Registrar’s office cannot accommodate our request for a classroom during that timeslot because of the volume of requests for 4:30 classes.

14. If there are any other issues related to Instructional Pedagogy Needs that have not been addressed in this survey, please provide information on these issues in the space provided below.

1. For seminar classes the 50 minute classes are not advantageous. Most faculty teaching these courses look for longer time blocks. Student feedback reflects the same preference.
2. Need more computers/ labs space for dance plus technology course.
3. Ideal for us are the small (c.50 seat) classroom in the ITE building.
4. As our program expands we will be offering more courses unique to us. The only disadvantage to the ITE rooms is that chairs cannot be moved. Sometimes it is helpful to have “break out” discussion groups. Otherwise the ITE building is great.
5. Portable AV equipment, specifically the Data Projector, are difficult to use in the Social Science and MP Building. The rooms are not configured to utilize such tools.
6. Every classroom should be equipped with a video/data projector and internet access.
7. All lecture halls and large classrooms should have computer available for instructor.
8. All classrooms wireless for internet interaction with students.
9. Our multiple section courses are coordinated and use the same syllabus, exam dates etc. We need to offer day and evening sections of our courses to serve a sizable part time population. We cannot offer these classes on a 3 day schedule because the 3-day schedule does not extend through evening hours and additionally, students do not want to take classes on Fridays at 4:00 – 5:30 pm. We have adapted this model of coordination because of the number of the UG courses which are taught by part time instructors and the need to keep the quality of our course offerings constant.
10. More specialized SW licenses to support classes.
11. I find the classes in need of repair (curtains are torn, desks are broken, lighting is poor, also they are not clean).
12. Overhead projector screens should be placed so 80% or more of the students can see the projection (this is not the case in many SS rooms). Rather than have both white board and screen, a whiteboard going to the ceiling allows the instructor to project the image onto whiteboard then write explanatory notes or formulae as needed. If “free hour” were moved to 12:00 – 12:50 MWF, all afternoons would have the same schedule (1-2:15, 2:30-3:45, etc.) Plus a Friday class 1 – 3:30 is not as bad as 2 – 4:30, especially for faculty or students who have “children in school” issues.
13. The Tu and Th 4:30 – 7:00 classes should be moved to 4:15 – 6:45 or even 4:00 – 6:30 because of the physical impossibility of one class ending at 7 pm and the next class starting at 7 pm. This causes problems for my adjuncts whose classes are supposed to start at 7.

14. Adequate office space, especially for adjuncts personnel amenities for adjuncts. More office staff desperately needed.
15. Keyboard equipment in Lecture halls/large classrooms
16. Mechanical Engineering classes utilize classroom boards extensively. On several occasions they have been scheduled in classrooms with poor board layout and overall capacity.
17. Most POLI faculty prefer to teach courses two days a week. This preference reflects pedagogical concerns. Only one member of the faculty prefers a three day a week format.
18. We have trouble obtaining laptops and data projectors in classrooms that are not equipped with them. There is also the problem of delivery of equipment. Faculty are sometimes asked to pick up and drop off this equipment themselves, rather than AV services delivering the equipment to the classroom.
19. Conditions of classrooms in older buildings must be refurbished and upgraded with instructional equipment and lighting.
20. I think support could be better – but not because the people are not doing their jobs, there just are not enough people to do the work.
21. We still cannot get the lights in PUP208 to dim for when using the overhead.
22. Teaching 1 day per week at 4:30-7:00 does not allow for any breaks and students typically have another class at 7:00 PM. The 1 day per week should start at 4:00, allow for a 15 minute break, and end at 6:45.
23. Lets try offering one day a week on Friday beginning at 1-3:45 (allow for a break, please!)

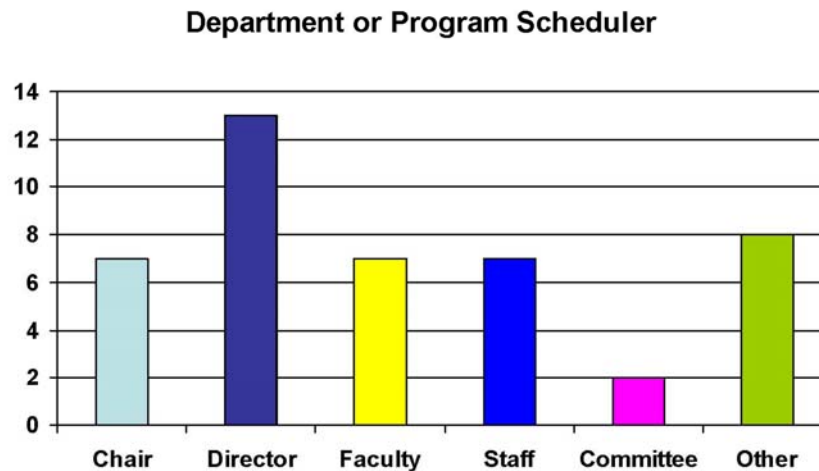
APPENDIX 2

Classroom Committee

Scheduling and Instructional Pedagogy Needs Survey Results

May 2004

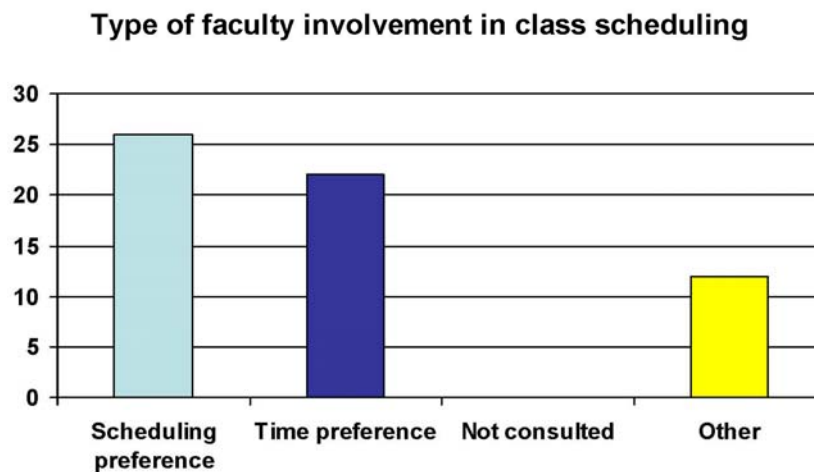
Q1. Who does the scheduling in your department or program?



Other Responses

- Typically involves a combination of individuals doing the scheduling
 - Chair with scheduling committee/officer
 - Scheduling coordinator in conjunction with chair and program directors
 - Staff
 - Associate director

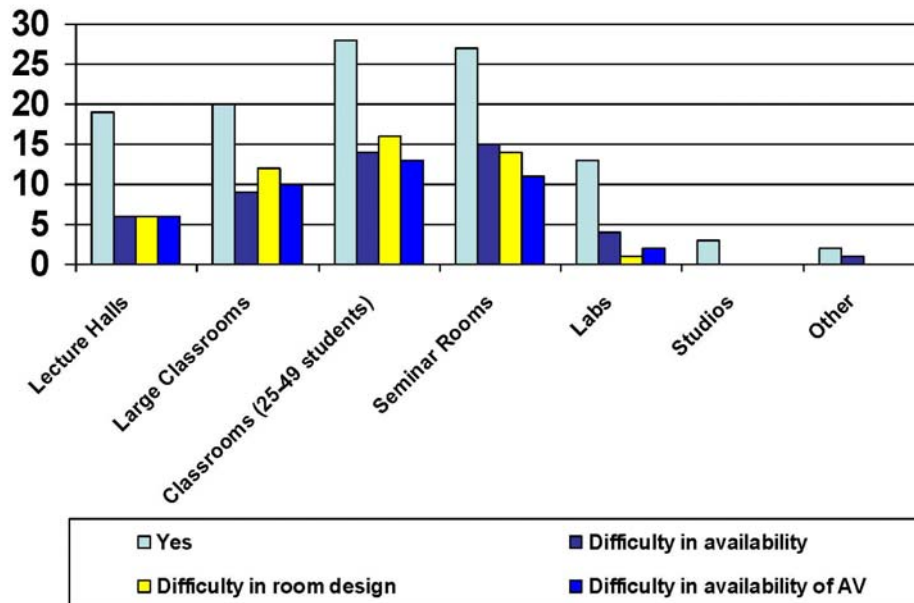
Q2. In what ways are your faculty involved in the class scheduling process?



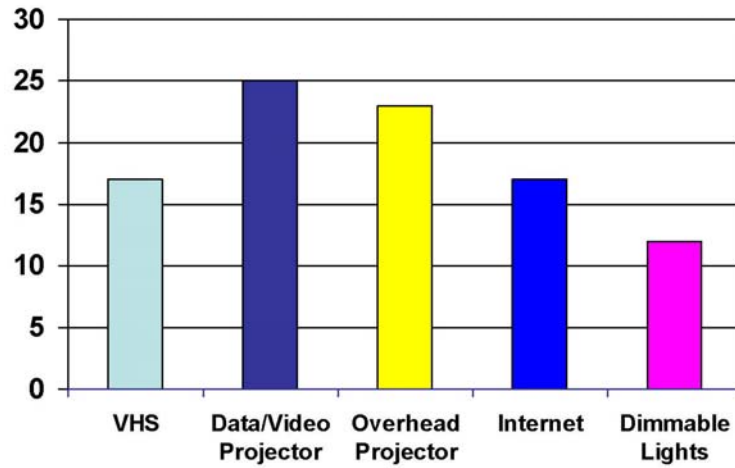
Other Ways Faculty are Involved in the Class Scheduling Process

- No one reported that faculty are NOT consulted at all in the scheduling process
- Upper level classes have general faculty input as to time and days, but scheduler has the final say
- Faculty give top 3-4 preferences of courses and times that scheduling coordinator uses to make decisions
- Running conversation with curricular committee regarding scheduling needs
- Point persons schedule classes in their area; these are submitted to one person who works with faculty to resolve any conflicts

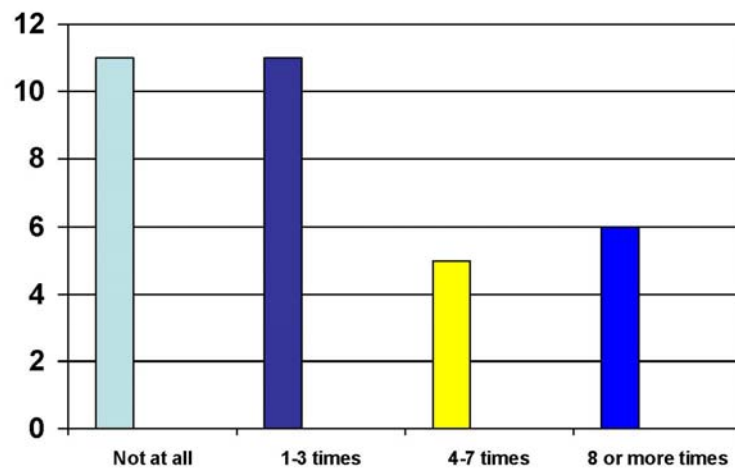
Q3. Does your department/program require the following types of classrooms for specific courses?



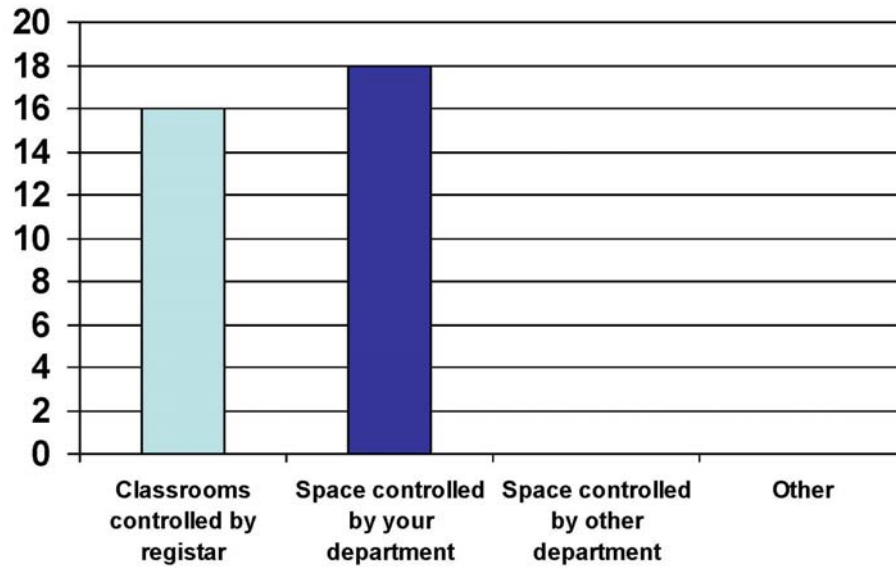
Q4. Top three types of presentation equipment and/or capabilities that your department or program require.



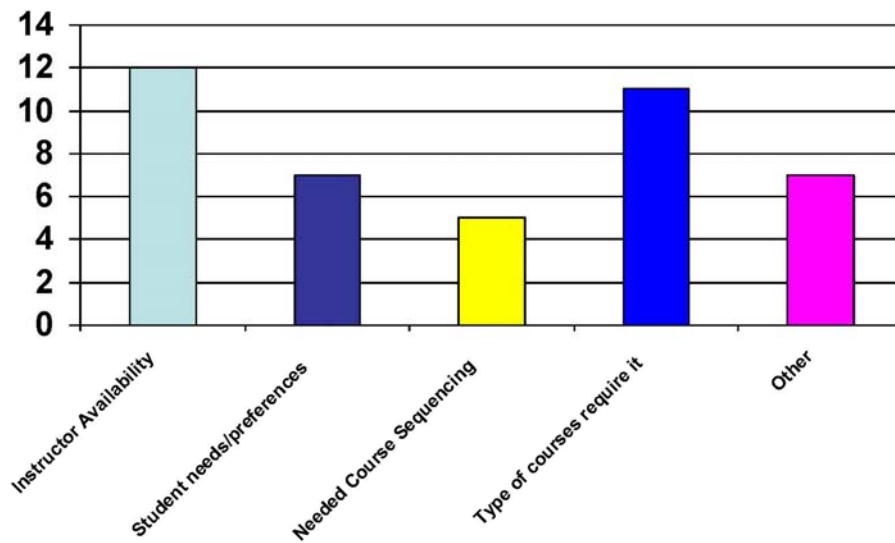
Q5. How often does your department/program utilize nonstandard scheduling in a typical semester?



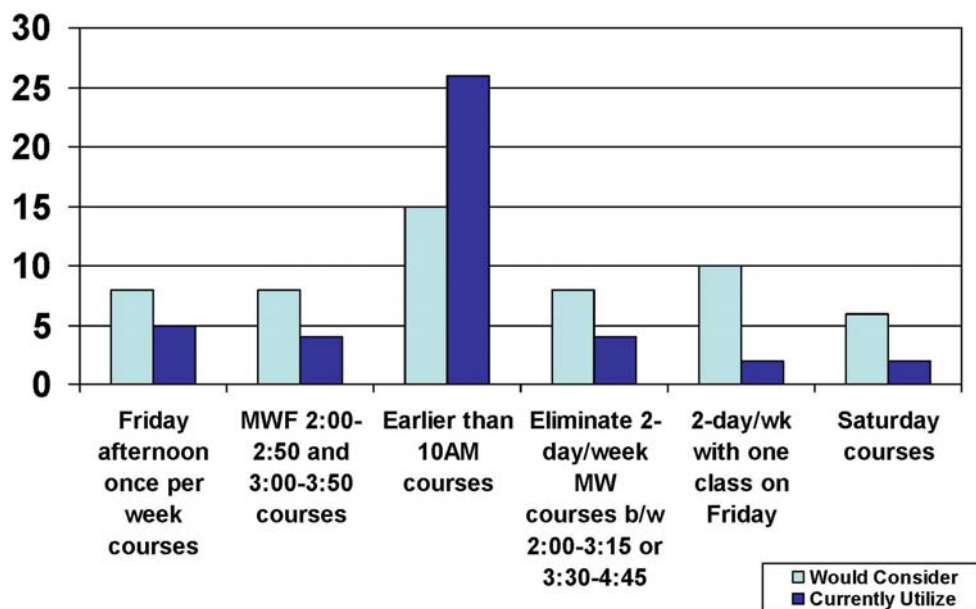
Q6. Where are your nonstandard courses scheduled?



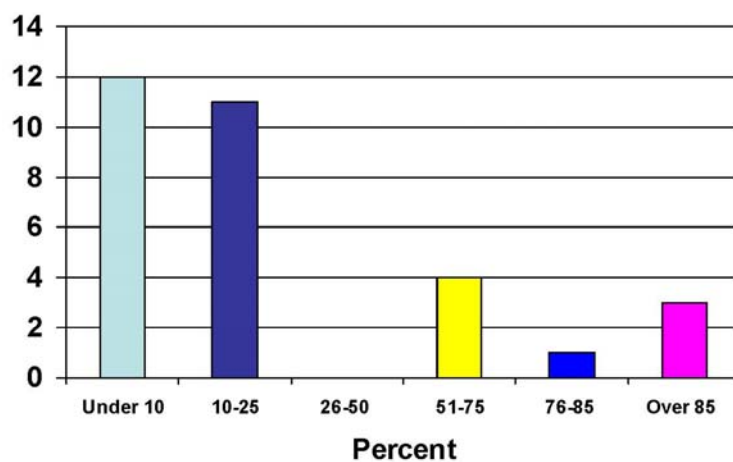
Q7. Under what circumstances do you request nonstandard scheduling?



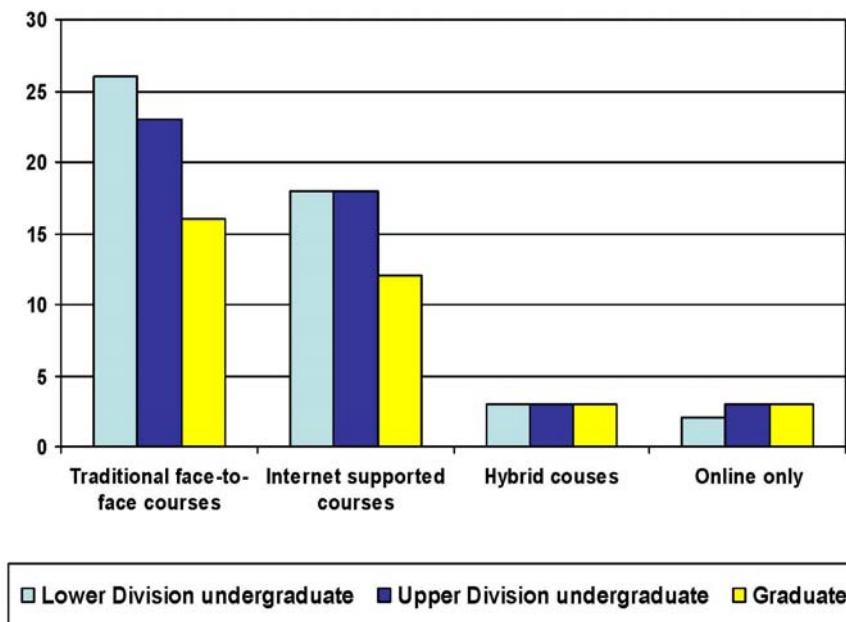
Q8. To better utilize classroom facilities, which of the following would your department/program consider implementing?



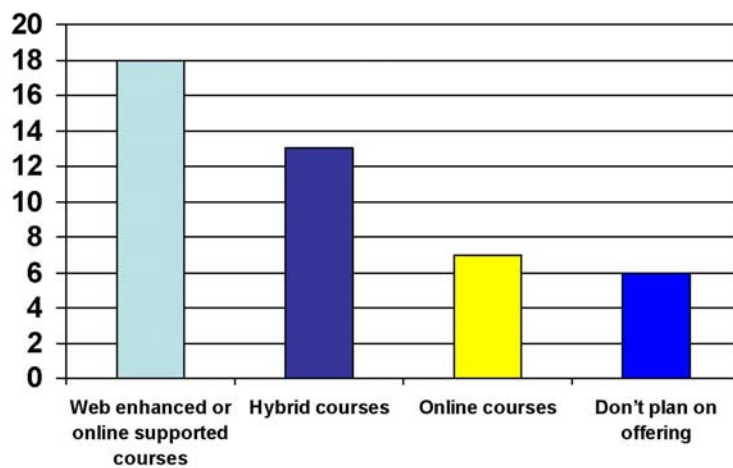
Q9. Percent of department's/program's courses scheduled in classrooms managed by your department



Q11. What level of each of the following types of courses has your department/program offered?



Q12. Is your department/program interested in, or have you discussed, the possibility of offering:



Issues Not Addressed in Survey

- Lack of consistent policy/practices across departments
- More studio space needed
- Classes near lab and demonstration storage areas
- Fitting course schedule to needs of students working shift work
- Part time students prefer 2 day/week schedule
- Need more classrooms for 20-30 size classes

Issues Not Addressed in Survey

- Need math friendly rooms – good boards, good viewing of boards, and good lighting
- More wireless rooms are needed
- Some larger courses need small (25-50 person) rooms once a week for discussion groups
- Computer and keyboard equipment needed in all classrooms, especially lecture halls and large classrooms
- Consider deleting the Free Hour or reducing it to once per week
- Eliminate MWF 50 minute classes; change all to twice per week

Issues Not Addressed in Survey

- Classroom condition – poor in many cases
- More specialized software licenses needed to support classes
- Issue of 4:30-7:00 and 7:00-9:30 classes and no time between to go from one class to another
- More office space is needed
- Delivery issues associated with laptops and data projectors
- Problems scheduling OIT labs

APPENDIX 3

Classroom Technologies

Impact of proposed scheduling
changes to service delivery

Impact on service delivery

- Increased hours of operation
- Type of classes offered at start of day
- Staffing concerns
- Current scarcity of early (8am) lecture hall classes
 - allows troubleshooting and repair time
- Technology needs

Increased hours

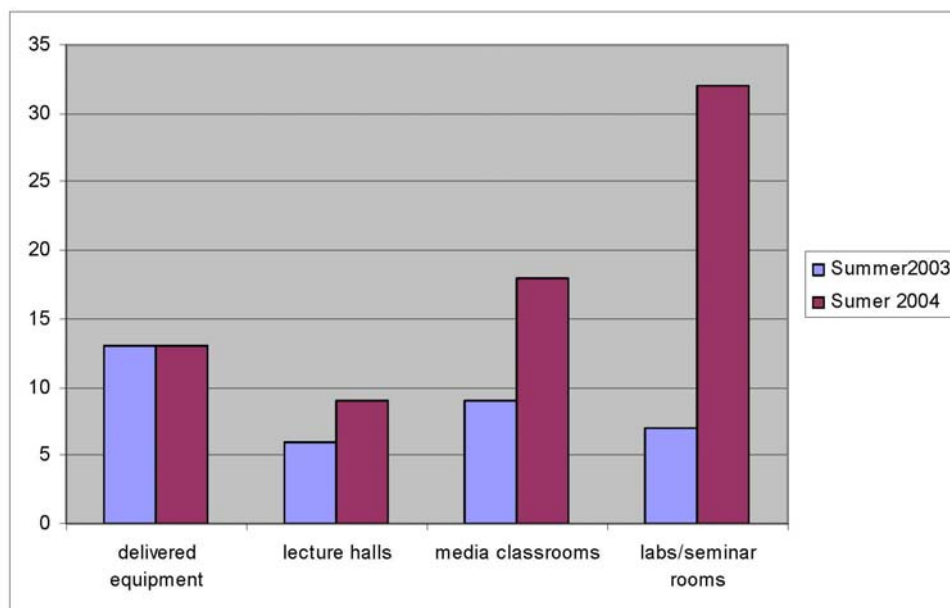
Full time staff

- Day time staff arrive earlier, leave earlier (M, W)
- Need for full time evening supervisor

Student staff

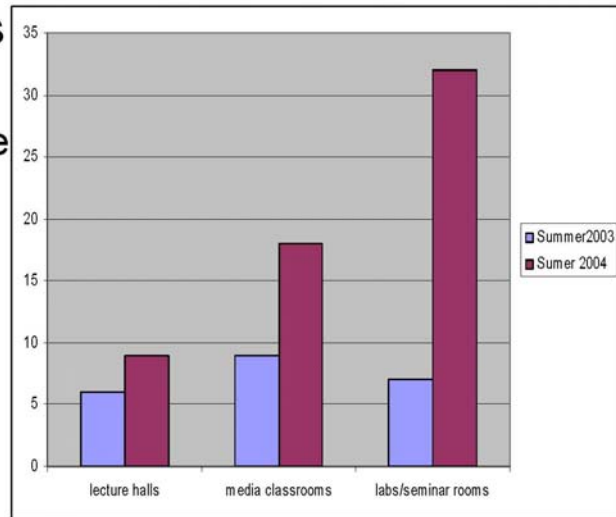
- Extreme difficulty in recruiting early risers
- Increased operating costs
 - More student hours/week
 - Depends on number of early classes

Data Projection Capabilities



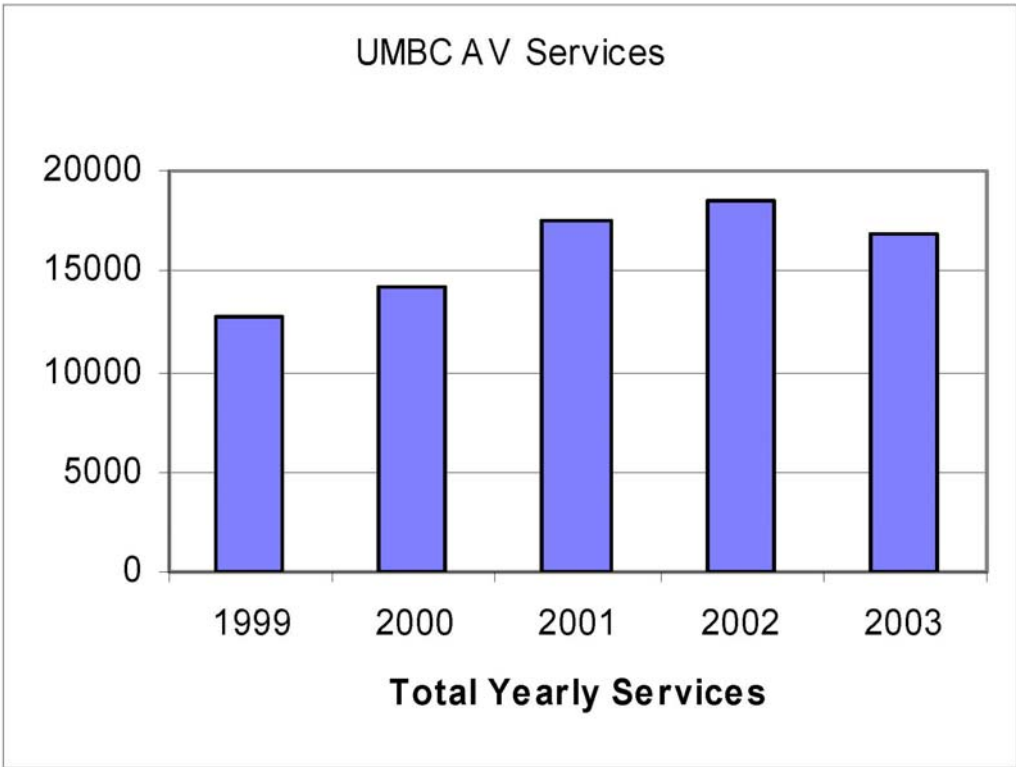
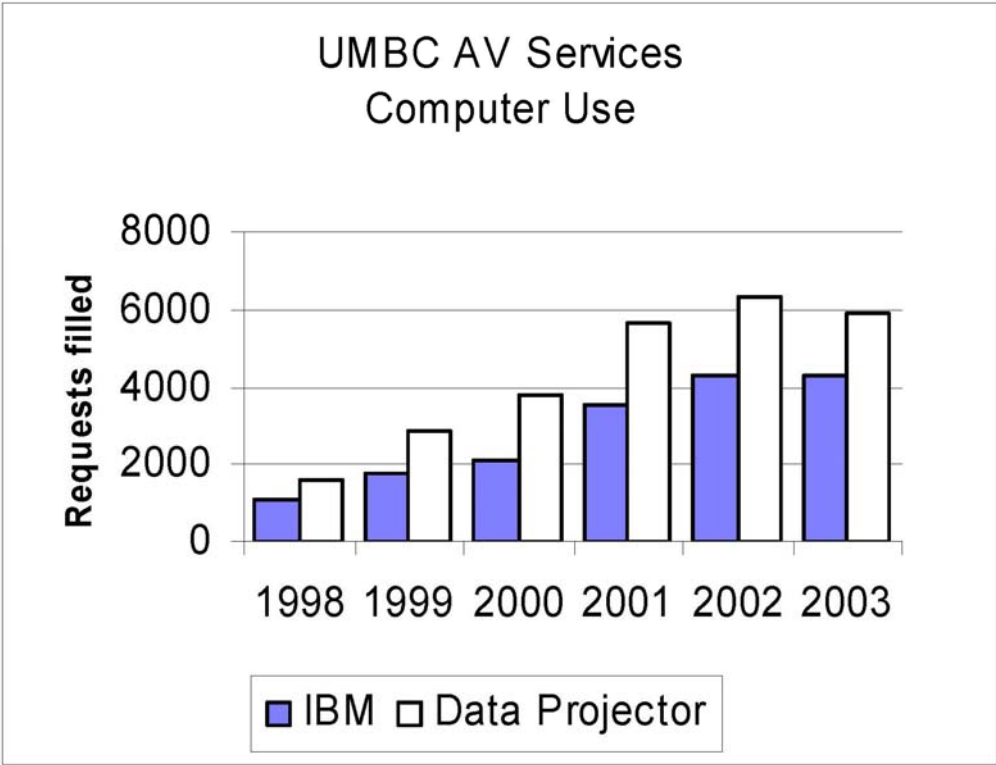
Data Projection Equipped Rooms

- Each of these rooms requires
 - Regular maintenance
 - Upgrades
 - Occasional repair
- No increase in technical services staff (1)

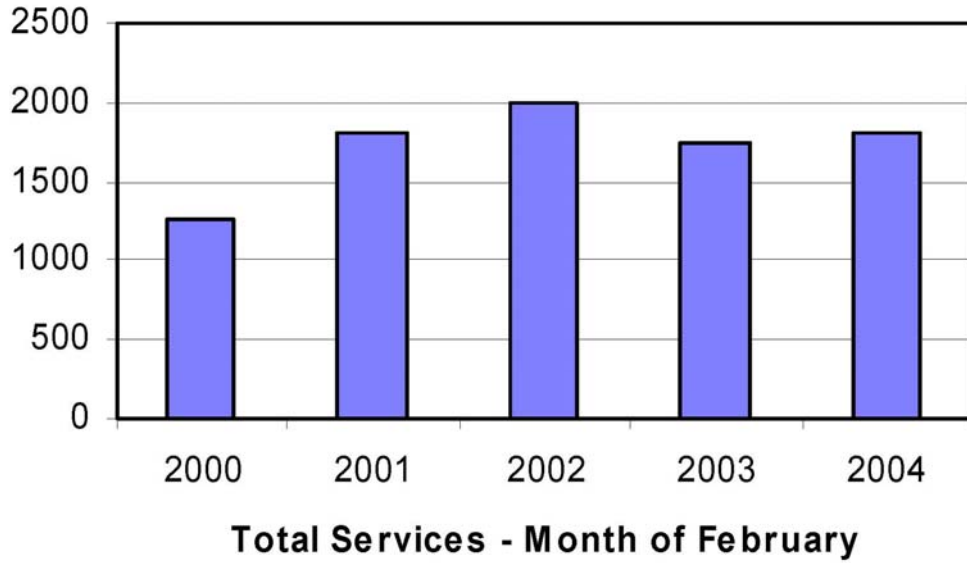


Lecture Halls and Media Classrooms - unlocking

- 9 lecture halls
- 11 media classrooms
 - 7 ITE
 - FA 215
 - PUP 206 & 208
 - ECS 022



UMBC AV Services



ECS 104 Computer lab - Feb 2003 & 2004

Effect of adding 8 new computer labs in ITE

Weekly page ECS104 Feb. 10, 2003

Time	Mon. 10	Tue. 11	Wed. 12	Thu. 13	Fri. 14
8am	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)
9am	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)
10am	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)
11am	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)
2pm	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)
3pm	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)
4pm	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)

Weekly page ECS104 Feb. 9, 2004

Time	Mon. 9	Tue. 10	Wed. 11	Thu. 12	Fri. 13
8am	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)
9am	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)
10am	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)
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3pm	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)
4pm	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)	ECS 104 Lab (ITE)

Estimated Service Refusals despite added media classrooms and labs

- 12 instructors per week denied computer projection service
 - Most refusals occur between 4pm and 7pm Monday-Thursday
- 5 classes/semester denied a regularly scheduled computer lab
- 10 classes/month denied a computer lab session

Human resources needed to meet the challenge

- Technical Services - Electronic Technician
- Full time line for AV Services Technician (years in contractual status)
- Full Time Evening AV Services Supervisor

Technical resources needed to meet the challenge

- Card swipe access to media classrooms
- Schedule media classrooms primarily for technology users
- More portable equipment
- Upgrade existing classrooms for media
 - Especially large rooms (SS101,103,105)

