



Administrative Excellence
UNIVERSITY OF WISCONSIN-MADISON
Shaping our Future

Project: Instructional Space Utilization

Q1. If departmental classrooms will be controlled centrally, will departments still get priority for non-class use?

A1. The recommendation of the committee is that departmental classrooms would be scheduled by departments initially, then made available for general assignment class scheduling, and then returned to departments for scheduling classes and other activities for the balance of the semester. The goal is to maintain local control but increase utilization by increasing visibility across campus.

Q2. How will the plan to adopt one enterprise inventory and scheduling system be implemented?

A2. We have a lot of enterprise-level review to do before we implement any campus-wide scheduling system. We've recommended five teams to approach the different issues, and gathering consistent campus-wide data is the top priority for all of them.

One interesting observation that we found was that the university lacks enterprise scheduling and space data. We found that there are at least 18 different scheduling systems, none of which provide or have access to instructional space data across the university. An important first step to understanding university space use will be gathering and maintaining enterprise instructional space data. A primary goal of this initiative will be to provide scheduling transparency, flexibility and efficiency by migrating campus to a single scheduling system.

Q3. Did the space utilization team discuss how to provide incentives to broaden the times/days of week that classroom instruction is offered?

A3. The team discussed incentives as an important method to increase utilization, but no specific recommendations were made by this team. However, we anticipate this being an important question for a subsequent team.

Q4. We have a classroom that is also a computer lab that students need access to for homework. How will that fit in the centralization?

A4. The team recognized early on that instructional labs required special attention due to their content and equipment specific nature. Policies to account for this would need to be part of any campus level policy on centralization. Students would still have the opportunity to use the labs for homework throughout the semester.

Q5. Has the classroom utilization team factored in increased cost of technical support and a/v costs for increased classroom utilization?

A5. The potential cost of a/v support for those rooms was discussed and would be need to be quantified. Funding for these additional costs would ideally come from a central campus funding source, so as not to increase the burden on departments due to increased utilization.

Q6. How will you improve classroom utilization, since you need faculty to actually want to teach in a different time-slot than they are accustomed to teaching in... Is there thought on scheduling classes differently? Is that one of the teams?

A6. We understand incentives will be an important way of engaging faculty in the process. We do not have a specific team to look at that, but expect that Team 4 (setting up a Pilot Program to look specifically at the scheduling of instructional space) will address this question.

Q7. What about increased personnel costs for increased central scheduling?

A7. We discussed, both in the group and in the Registrar's Office, that we would expect to add two additional FTE staff to handle the increased workload.

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