



**Administrative Excellence**

UNIVERSITY OF WISCONSIN-MADISON

*Shaping our Future*

# Instructional Space Utilization Review Process project

---

## Final Report & Recommendations

### **Team Members and Contributors**

Melissa Amos-Landgraf, School of Education

Doug Rose, Space Management Office

Matt Sanders, Chemistry Department

Lindsey Honeyager, Wisconsin School of Business

Mike Killips, School of Medicine and Public Health

Nancy Kujak-Ford, Wisconsin Union

Tim Wiora, VCFA Administrative Process Redesign

Nevin Olson, VCFA Administrative Process Redesign

**May 20, 2013**

<b>Background .....</b>	<b>3</b>
<b>Assessment of Instructional Space Utilization.....</b>	<b>4</b>
<b>Findings and Conclusions .....</b>	<b>5</b>
<b>Data Analysis.....</b>	<b>5</b>
<b>Observation of Instructional Space .....</b>	<b>6</b>
<b>Utilization Review Process .....</b>	<b>7</b>
<b>Recommendations .....</b>	<b>9</b>
<b>Description of the New Process.....</b>	<b>11</b>
<b>Appendix A: Glossary .....</b>	<b>13</b>
<b>Appendix B: Data Analysis .....</b>	<b>14</b>
<b>Appendix C: Room Assessment Score Sheet .....</b>	<b>18</b>
<b>Appendix D: Categories of Instruction-related and Non-instruction related activities.....</b>	<b>21</b>

## Background

The Instructional Space Utilization Review Process Project is a follow-on project of the Administrative Excellence (AE) *Classroom Space Utilization* project that was completed in May 2012. The recommendations of the Phase 2 project team identified efficient use of space as an area for improvement and recommended that a future project team develop a standard process to review and recommend actions to address underutilized instructional space.

Instructional space accounts for approximately 6% of the University's total square footage. While this project largely focused on the efficient use of space, the effect of space scheduling on both the student experience and faculty instruction was important in guiding the team's efforts. Better instructional space utilization can improve scheduling coordination for students and instructors, helping to reduce time-to-degree and increasing the effective use of teaching resources.

The project team was formed to provide a cross-section of campus academic and administrative users of instructional space.

Team Leader – Melissa Amos-Landgraf (School of Education)

Team Member - Doug Rose (FP&M Space Management Office)

Team Member - Nancy Kujak-Ford (Wisconsin Union)

Team Member – Mike Killips (School of Medicine and Public Health)

Team Member – Lindsey Honeyager (Wisconsin School of Business)

Team Member – Matt Sanders (Chemistry Department)

Project Staff - Tim Wiora (VCFA Administrative Process Redesign)

Project Staff – Nevin Olson (VCFA Administrative Process Redesign)

The charge to the team included the following goals:

1. Define and implement a process to measure instructional space capacity and utilization.
2. Develop criteria to identify and evaluate patterns of instructional space underutilization.
3. Identify instructional space utilized less than 10%, 20%, 30% and 40%.
4. Define a process to evaluate underutilized instructional space and criteria for repurposing options, including increasing utilization, upgrading, reclassifying and decommissioning.
5. Develop and implement an ongoing instructional space utilization monitoring process.
6. Identify oversubscribed or in-demand space.

For the purposes of this project the team began with a definition of instructional space that includes all general and departmental assignment classrooms, lecture halls, recitation rooms, seminar rooms, class laboratory rooms and other spaces used for scheduled instruction.

## Assessment of Instructional Space Utilization

The Instructional Space Utilization Review Process team worked to identify underutilized instructional spaces and to review campus policies and utilization review processes to offer recommendations for improvement opportunities. Team charter deliverables included:

1. Review of instructional space utilized less than 10%, 20%, 30% and 40%
2. Recommend an instructional space capacity and utilization measurement process
3. Recommend a process to evaluate underutilized instructional space and criteria for repurposing options
4. Recommended efficiency opportunities based on findings

The team reviewed and analyzed data on room utilization for scheduled instruction during academic years 2010-2011 and 2011-2012. The data sets were compiled from the semester Class Schedules in ISIS (received from the Registrar's Office). The previous analysis of Class Schedule data by the Phase 2 team for scheduled instruction in over 900 rooms showed that approximately 70% of scheduled rooms had utilization rates of less than 40% during 2010-2011. This team further analyzed and reviewed the data from 2010-2011 as well as the 2011-2012 Class Schedules to identify the rates of utilization by day of the week, time of day, type of room, length of scheduled class, as well as compliance with campus scheduling policies and procedures. This analysis provided the team with information to evaluate the capacity and demand for campus instructional space, efficiency of utilizing instructional space, and the effectiveness of campus scheduling policies and procedures.

The team assigned rooms identified as utilized less than 40% of the time to each of the team members for review. The team reviewed campus rooms scheduled for instruction in recent semesters (Academic years 2010-2011 and 2011-2012). The purpose of reviewing underutilized rooms was to inform the team of the features, attributes and conditions of rooms that might affect the selection of rooms used for instruction. During the course of reviewing underutilized rooms, the team members often spoke with Department administrative and management staff about the Department's scheduled instructional use of rooms, as well as the documented and undocumented uses of the rooms by Department staff and students for instruction-related and non-instruction-related uses. Through a combination of visiting assigned rooms and talking to building managers responsible for the rooms, the team was able to understand why many of the rooms either were or appeared to be underutilized. These reviews and discussions with Department staff served as a guide to team members for the development of criteria and processes to assess space utilization.

The team reviewed the current utilization review process conducted by the Space Management Office at the end of the fall and spring semesters. The review summarizes those Classrooms (use code 110) where the scheduled instruction utilization is less than 20 hours per week (44%) and highlights classrooms that have had three consecutive semesters with utilization of less than 20 hours per week (44%). The resulting report is presented to the Space and Remodeling Policies Committee annually. The limited follow-up actions from this report typically have resulted in a few Department or selected GA rooms being redefined, repurposed or reconditioned. The team determined that a process of review of space and usage needed better data collection and reporting processes for campus leaders to more effectively determine how instructional space needs can be met.

## Findings and Conclusions

### Data Analysis

The team initially reviewed the data compiled by the Phase 2 team from the Academic year 2010-2011. The team then analyzed and reviewed data compiled and calculated from the Academic year 2011-2012 Class Schedules from the Office of the Registrar to verify the trends and patterns of utilization. The team also reviewed the application and effects of campus scheduling policies of the Space and Remodeling Policies Committee.

The findings and conclusions below result from the analysis of 2011-2012 Class Schedule data (see *Appendix B: Data Analysis*).

**1. Room location proximity to Department is the primary driver of scheduling decisions**

15-20% of rooms scheduled for instruction each semester are not defined as Classrooms (use code 110) or Labs (use codes 210, 220). Non-instructional Department rooms used for instruction each semester include conference rooms, meeting rooms, offices and research labs.

This finding is a confirmation of the campus faculty and staff survey finding by the Phase 2 study team that convenience and proximity of location are primary reasons for location scheduling.

**2. Utilization of instructional space is well below campus standards**

Average room utilization = 42.6%                      Policy target utilization = 67%

This finding is a confirmation of similar analysis findings by the Phase 2 study team that the average rate of utilization is well below campus standards.

**3. General Assignment instructional room utilization is 68% higher than Department room utilization**

Average GA utilization = 53.5%                      Average Department utilization = 31.7%

This finding is a confirmation of similar analysis findings by the Phase 2 study team that the average rate of utilization in Department rooms is well below GA rooms.

**4. Campus currently has more instructional space supply than demand**

Rooms scheduled for instruction meeting target utilization = 10%  
(88 of 887 rooms scheduled 2011-2012)

This finding of 90% of rooms scheduled for instruction below the target utilization is a confirmation of similar analysis findings of oversupply by the Phase 2 study team.

FINAL REPORT

**5. *Scheduling policy non-compliance contributes to underutilization; policy non-compliance is more prevalent in scheduling of Department rooms***

Campus policy allows 14 standard daily class start times; 72 unique daily start times used; 90% of scheduled sections comply with standard start times

Campus policy allows 4 standard class lengths; 47 unique class lengths used; 82% of scheduled sections comply with standard class lengths

The combined effect of non-compliance is 22% of scheduled sections are out-of-compliance with either standard start time and/or standard class length

- This affects up to 7% of GA rooms and 47% of Department rooms
- Example: Out-of-compliance start time and/or class length leads to approximately 225 variations in start time / class length / end time on Monday mornings between 7:30 am and 12:00 noon

**6. *Variation in scheduling policy contributes to variation in utilization***

Scheduling policy allows 75-minute class periods to be scheduled during 73% of weekly 50-minute periods. Non-standard class length can be allowed during other times with Dean/Provost approval

**7. *Scheduling policy and current practice create inefficient space utilization***

75-minute class period wastes 40 minutes each occurrence (in 50-minute period schedule)

- Fall 2011 "loss" to 75-minute classes = 34 instructional rooms / week
- 75-minutes twice-a-week 'power lectures' decreases efficient room use 25% from the standard 50-minute three-times-a-week lectures

## Observation of instructional space

In the course of observation, the team gathered information about how rooms were scheduled and reserved. The mechanisms ranged from "a sheet of paper in the Chair's office" to department-specific, web-based scheduling applications and other broadly-shared applications. In some cases the rooms reported as underutilized had instruction-related uses and non-instruction-related uses of rooms that were not captured by the data set available to the team. Any future room review process must be able to accurately capture instruction-related and non-instruction uses of rooms.

The team observed that some non-instruction rooms are occasionally used for instruction resulting in utilization less than 18 hours per week (40%). These may include department meeting rooms, seminar rooms, and offices. A department may schedule a class in a non-instruction room because of its location (in the same building), size or special features or amenities. Some rooms have special capabilities such as videoconferencing, and are kept available for use 'as needed.' They may occasionally be scheduled for instructional use when a class has need of the special characteristics the room provides, but instruction is not the primary purpose for the room. Similarly, specialized labs such as the nuclear reactor or the candy kitchen, are utilized <40%. These labs are necessary for specialized instruction, but cannot be used for other purposes and cannot be scheduled by others looking for empty rooms. A Chemistry classroom that shows up on the underutilized list is in fact used about 75% of the time, but is used for such activities as thesis defenses, thesis background orals,

### FINAL REPORT

and research proposals. None of these uses are reflected in the utilization report based on the Class Schedule from the Office of the Registrar, but are part of the mission of the University.

The team also observed that there are GA rooms that are underutilized because of certain features and attributes. As an example, there is a lecture hall in the Chemistry Department which is underutilized because the layout is not conducive to chemistry lectures and demonstrations. A lecture room in School of Social Work is underutilized because it is near the loading dock and collects fumes from idling trucks. It also has a layout (large pillars in the middle of the room) that causes some instructors to avoid scheduling larger class sections.

### Documenting Other Uses of Instructional Space

The team observed that many instructional spaces are used for instruction-related and non-instruction-related activities in addition to scheduled instruction. These additional uses contribute to the successful mission of the University. The team recognizes that data on these uses may be incomplete due to:

- Varying documentation procedures – schools and departments do not document non-instructional space use in instructional spaces.
- Limitations of ISIS – only one room can be documented per course; some courses have alternate locations for instruction (e.g., computer lab use for a portion of a course is not documented in ISIS)
- Varying scheduling systems – data cannot easily be aggregated from all sources across campus

The Curricular Services' R25 Webviewer provides categories for both instruction-related and non-instruction-related activities in GA spaces. The team reviewed a sample of uses by schools and departments (Business, Chemistry, Education and SMPH) and identified a need to consistently capture non-instruction activities in GA and department spaces across campus (see *Appendix D* for R25 list and team's proposed list).

### Utilization Review Process

The team reviewed the current Classroom Utilization Review process conducted at the end of each semester by the Space Management Office. The Space Management Office compiles a report of underutilized Classrooms annually for the Space and Remodeling Policies Committee that reports on only those classrooms that have reported utilization less than 20 hours per week (<44%) based on the Class Schedules from each of the previous three semesters. The team found that there were a number of ways that the current process could be improved to encourage a more effective review of underutilized instructional space. In the analysis and review of utilization data, more than 70% of instructional spaces on campus were identified as utilized less than 40%, while the current campus goal is 67 % utilization.

The team reviewed the current classroom scheduling policies that affect the utilization review process.

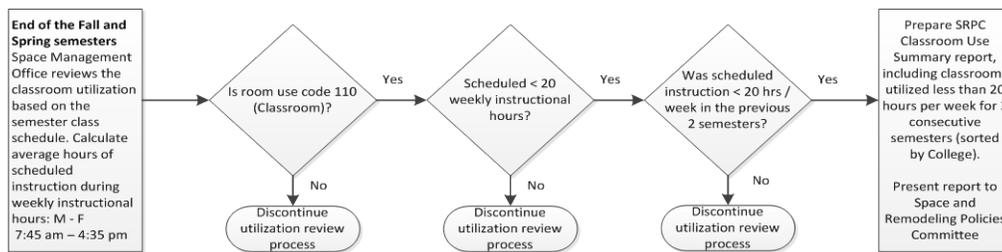
- The departmental classrooms in School of Medicine and Public Health (SMPH) have been excluded from utilization review process, including the report to the Space and Remodeling Policies Committee, and the requirement to meet the specified

FINAL REPORT

utilization standard (20 hours/week). Current policy excludes Professional Schools (SMPH, Nursing, Veterinary Medicine and Law) from the requirement to follow campus standard class length and start times. This exception does not apply to the utilization review process.

- The policy only includes rooms coded as use 110 (Classroom). The policy does not include rooms coded as 210 (class laboratory) or 220 (open laboratory) that are used extensively for scheduled instruction.
- The objective of the policy is to achieve room utilization of at least 30 hours/week (66.7%), but the standard for the utilization review process is stated at 20 hours/week (44.4%) or less. Remedial actions are only considered when an instructional space has been below 20 hours/week for three consecutive semesters.

Instructional Space Utilization Review Process (Current)



The team determined that a more robust process of review of individual space and usage is needed. This process should include an institutional review of instructional space to determine the best use of instructional rooms and existing buildings. With better data collection and reporting processes, campus leaders will be able to more effectively determine how instructional space needs can be met with current university resources or where current instructional space should be taken offline. The University may be able to avoid costly new construction and/or close obsolete instructional space while increasing utilization and making sure instructional spaces are put to best use. Appropriate space repurposing can consolidate dispersed university functions and programs and provide an alternative to remodeling or new construction. On a temporary basis underutilized rooms could be inactivated (decommissioned) to save ongoing operating and maintenance costs.

## Recommendations

- 1.** The team is recommending a revised process to review instructional space and utilization. This process should include a campus-wide review of all instructional space with scheduled instruction utilization below 67% to determine the best use of instructional rooms and existing buildings. (See *Description of the New Process*, page 11)
- 2.** The revised review process will require a new 'Campus Review Team' comprised of members from Space Management Office and the Office of the Registrar. The Space Management Office would serve as team lead.
- 3.** The Campus Review Team would execute the review process on a semester basis. A proposed "Phase In" approach would start by looking at rooms with utilization < 10% and progress their way to rooms < 67%.
- 4.** The revised review process will identify rooms that fall below the 67% utilization threshold. All GA and Department classrooms (use code 110), Department class labs (use codes 210 and 220) utilized less than 50% (see recommendation regarding lab scheduling policy) and other Department rooms (other than use codes 110, 210, 220) utilized greater than 33% for scheduled instruction (15 periods per week) would be subject to review. Rooms will be reviewed by the Campus Review Team using a standardized scoring process based on priorities of technology, seating, location on campus, location in the building and access to scheduling. The Campus Review Team will notify the Dean and Department of the review of department-controlled rooms to identify and document instruction-related and non-instruction-related activities that utilize the room. The Campus Review Team may obtain information about future considerations from Academic Planning, Enrollment Management and/or Space Management Office. The Campus Review Team prepares and presents final recommendations for each underutilized room to the decision making authority (designee, Provost or Vice Chancellor) for final determination.
- 5.** The Campus Review Team would be able to offer advice on space utilization to campus and play a larger role in the management and scheduling processes. In addition to understanding use patterns, this Campus Review Team will help campus understand the range of repurposing options available to help best meet the University's objectives. While an investment in underutilized space to improve the conditions/equipment may help encourage higher demand and utilization, this investment also has the ability to meet substantiated needs in other areas of the department or the school/college. Repurposing of underutilized space can be used to address unmet needs of other university units or schools.
- 6.** The Campus Review Team would identify areas where departmental instructional space can be returned to the General Assignment pool and delegates instructional space to units with documented instructional space needs. This team would work with university leadership to find other uses for unneeded instructional space. Formal findings and recommendations would be made to the Vice Chancellor for Finance and Administration and the Associate Vice Chancellor for Facilities Planning and Management.

**7.** The team recommends that the Space and Remodeling Policies Committee consider revising campus scheduling policies to affect length of classes and scheduling of rooms.

- Reduce the number of weekly instructional periods that can be used to schedule standard 75-minute classes
- Approved exceptions to the standard 75-minute class time/day should be scheduled in departmental space, if available
- Restrict the use of 75-minute class scheduling to specific buildings and/or rooms
- Designate some 50-minute and 75-minute only GA rooms

**8.** The team recommends that the Space and Remodeling Policies Committee consider revising campus scheduling policies to create utilization standards for class and computer labs:

- 50% (22.5 hours per week)
- Include in scope of classroom scheduling policies and the analysis of utilization

**9.** The team recommends that campus implement an updated, common list of activity description categories for use in recording room use activity across campus (see *Appendix D* for Recommended list) and require institutional data gathering and reports that include credit instruction, instruction-related activity and non-instruction-related activity metrics.

**10.** Because the team has spent a significant amount of time, research and evaluation, we recommend that if a future campus wide space audit takes place to look into utilization of non-instructional spaces; we suggest that similar methodologies be used for that evaluation. Evaluation of research, office, meeting or other space could benefit from our procedures and findings.

**11.** The team recommends that campus consider the following future Instructional Space opportunities

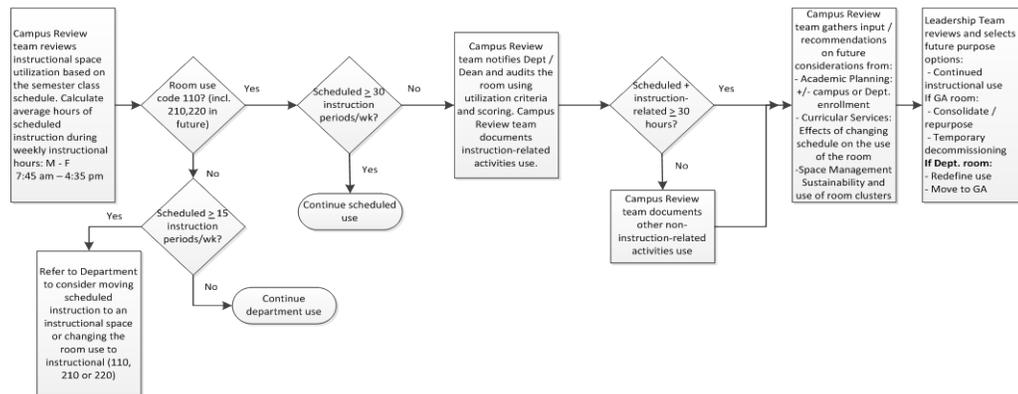
- Scheduling systems: The success of the Campus Review Team is dependent on a shared campus enterprise scheduling system.
- Future building projects: New building projects with proposed instructional space must demonstrate that they will meet the instructional space policy criteria of 67% utilization prior to approval.

## Description of the New Process

The revised review process will follow four steps:

- **Identification**
- **Assessment**
- **Enrichment**
- **Future Use**

### Instructional Space Utilization Review Process (Future)



#### **Identification Step:**

In this step, the Team will identify rooms that fall below the 67% utilization threshold. ISIS will serve as the source for curricular data and INSITE for facilities data to be used in utilization compilations. The utilization analysis would be based on the previous semester's Class Schedule of instruction occurring Monday – Friday 7:45 a.m. – 4:35 p.m. Rooms requiring review would be identified as follows:

- Classrooms (use code = 110) utilized less than 67% (30 instruction periods)
- Labs (use codes = 210 or 220) utilized less than 50% (see recommendation regarding lab scheduling policy)
- Departmental rooms (other than use codes 110, 210, 220) utilized greater than 33% for scheduled instruction (15 periods per week)

#### **Assessment Step:**

Rooms below the utilization threshold will be reviewed using a standardized scoring process in order to gather more information. The scoring will be done by a Campus Review Team member while physically in the room. Scoring criteria are based on priorities of technology, seating, location on campus, location in the building and access to scheduling (*See Appendix C for Score sheet*). Non-instructional rooms (not use codes 110, 210 or 220) utilized for instruction will be reviewed with Departments to determine a) whether the scheduled instruction can occur in another instructional room, or b) whether the rooms should be reclassified as an instructional room. Team will spend 4 weeks reviewing (GA and Departmental) rooms with less than 67% instructional use and grade them based upon the following contributing factors to low utilization. After this time, the members of the Campus Review Team will determine next steps for each of the rooms.

FINAL REPORT

**Enrichment Step:** At this stage of the process, the Campus Review Team would notify the Dean and Department of the review of department-controlled rooms and explain the review process. Rooms with space ratings below 7 (scale 0 to 10) the following steps would be considered:

- The Campus Review Team will meet with relevant Department staff to identify and document instruction-related and non-instruction-related activities that utilize the room.
- Department representatives may also provide departmental classroom data to explain the usage pattern of the room, including specialized use, unique equipment or room layout, poor quality equipment, furniture or conditions.
- The Campus Review Team will compile a comparable list of instruction-related and non-instruction-related activities that utilize general assignment classrooms.
- The Campus Review Team may obtain information about future considerations from Academic Planning, Enrollment Management and/or Space Management Office.

**Future Use Step:**

At this step, the Campus Review Team prepares final recommendations for each underutilized room and presents recommendations to the decision making authority (designee, Provost or Vice Chancellor) with the following potential outcomes:

- Maintain current instructional use (possibly increase scheduled use)
  - Consolidate/repurpose (possibly recondition to add features, move classes to another room or building, reclassify use)
  - Decommission
- Additional considerations are possible for Department rooms not exceeding instructional use thresholds:
- Redefine room use classification (use code)
  - Move to General Assignment (GA)

## Appendix A

### Glossary

**Instructional Space** is the total space that is used for scheduled instruction and is primarily comprised of classroom and class laboratory space.

**Classrooms** (FICM use code 110) are the general purpose instructional rooms, lecture halls, recitation rooms, seminar rooms, and other rooms used primarily for scheduled non-laboratory instruction.

**Class laboratories** (FICM use codes 210 and 220) are rooms used primarily for formally or regularly scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. **The AE group proposes establishing utilization standards and including class laboratory space within the review process.** Class laboratory space has different utilization expectations than classrooms space and is closely aligned to the equipment and classes required at the departmental level.

**General assignment** (GA) spaces are classrooms centrally managed by the Space Management Office and scheduled by the Registrar's Office. These spaces are available to all campus users for scheduled credit instruction, instruction-related activities, and non-instruction-related activities according to campus Facilities Use Policies.

**Departmental assignment** spaces are rooms under the authority of, and scheduled by, academic departments. These include approximately 40% of classrooms and all class laboratories. They also include other rooms used for instruction by courses such as conference rooms, meeting rooms, assembly space, and faculty offices. Typically access to department assignment space is limited to courses and activities associated with a specific department.

**Instruction** is regularly-scheduled course sections, group meetings, for-credit instruction within ISIS.

**Instruction-related activities** are curricular-related activities such as midterm exams, reviews, conferences, movies, speakers, etc. that are related to or an extension of a course.

**Non-instruction-related activities** are non-curricular events such as conferences, non-credit instruction, movies, speakers, student organization meetings, etc. that are not related to a course.

## Appendix B

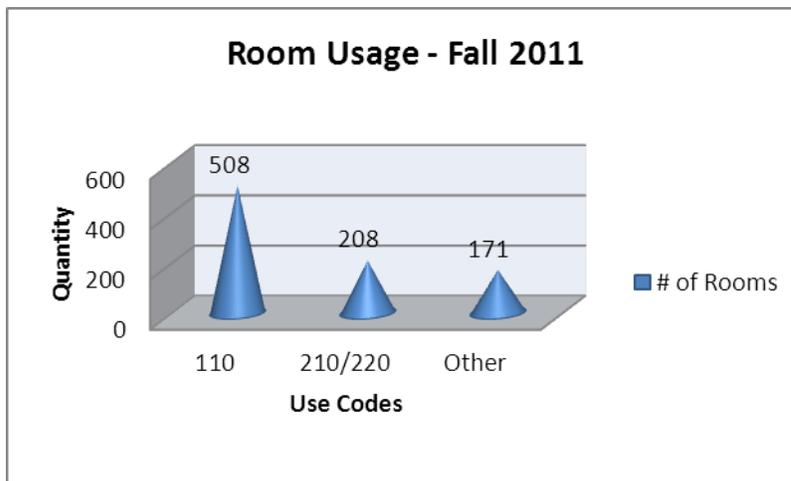
### Data Analysis

Rooms available for instructional use (as of 12/2012)

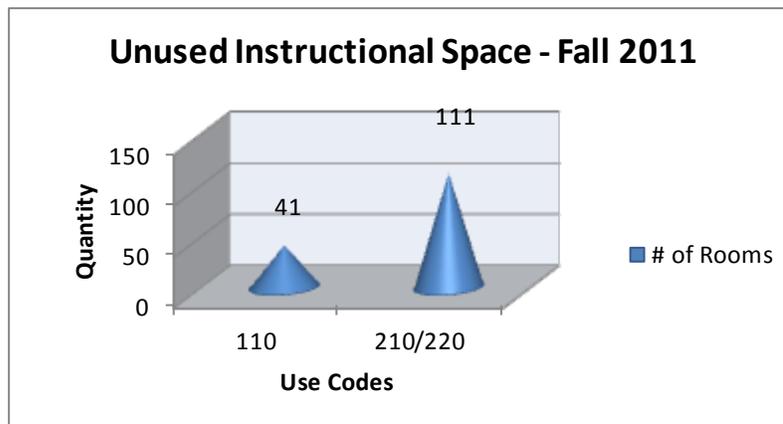
- Use code 110 Classrooms (Classrooms, Lecture Hall, Seminar) 565
  - 365 General Assignment (GA)
  - 200 Departmental
- Use codes 210 and 220 Class and Open Labs (all Departmental) 336  
Includes wet and dry labs; computer labs; music, art, dance and media studios

Rooms used for instruction:

- 2010-2011 academic year GA: 357 Department: 640
- 2011-2012 academic year GA: 365 Department: 528



- 887 rooms used for scheduled instruction
- 19% (171) of utilized rooms not designated for instruction
- Phase 2 survey listed location as primary driver for class scheduling
- **Team developed process to further examine non-instructional room used for more than 15 hours of instruction**



- Remodeling removes some rooms from scheduled use
- Use of computer labs varies by department and school
- Some labs are class specific

## Instructional Space Utilization Review Process Project

### FINAL REPORT

#### Scheduled instruction room utilization

- % of available daily instruction hours 7:45 am – 4:35 pm  
     GA      53.5%              Department    31.7% (week average)

Room Usage	# of Dept. Rooms	# of GA Rooms	Blended total
> 67.5%	24	64	88
> 50% but < 67.5%	45	143	188
> 40% but < 50%	50	99	149
> 30% but < 40%	97	38	135
> 20% but < 30%	84	14	98
> 10% but < 20%	117	4	121
> 0% but < 10%	106	2	108
Sub-Total	523	364	887
877 Rooms utilized for instruction in Fall of 2011			
Average utilization for Department rooms 31.7%			
Average utilization for GA rooms 53.5%			
<b>Blended room utilization 40.6%</b>			

Current capacity is greater than current demand

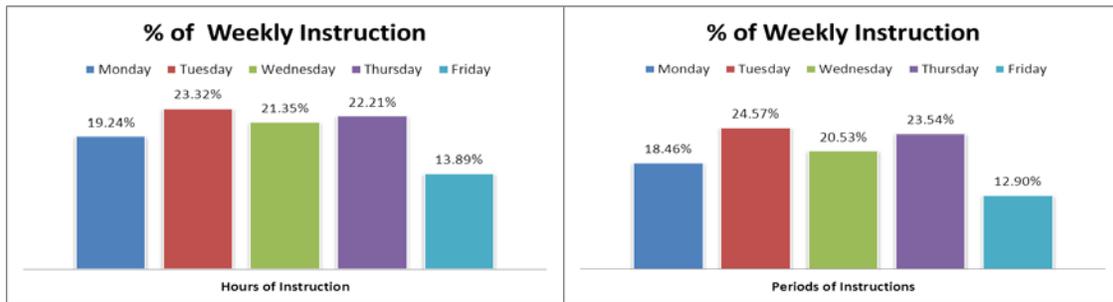
#### Team developed processes to:

- Better understand other uses of instructional space
- Evaluate to determine consolidation opportunities, enhance utilization or decommission

Room utilization for scheduled instruction in GA and Department rooms is highest during core hours of the instructional day: 9:55, 11:00 a.m. and 1:20, 2:25 p.m.

- Rate of scheduled instruction utilization 9:55am – 2:25 pm  
     GA      60.3%              Department    32.3% (week average)  
     Times when the most number of rooms are scheduled for instruction:
- Tuesday / Thursday 9:55 and 11:00 am  
     Average: 520 rooms    308 GA, 212 Department
- Tuesday / Thursday 1:20 and 2:25 pm  
     Average: 538 rooms    294 GA, 244 Department  
     Utilization ranges based on the percentage of scheduled instruction during available daily instructional hours

**Data analysis confirms heaviest demand occurs on Tuesdays**



**Seat utilization 2011-2012**

- 39% of scheduled sections have seat utilization  $\geq 67\%$  (compliance with policy)
- 28% of scheduled sections have seat utilization  $< 67\%$  but  $\geq 50\%$
- 25% of scheduled sections have seat utilization  $< 50\%$  but  $\geq 25\%$
- 8% of scheduled sections have seat utilization  $< 25\%$

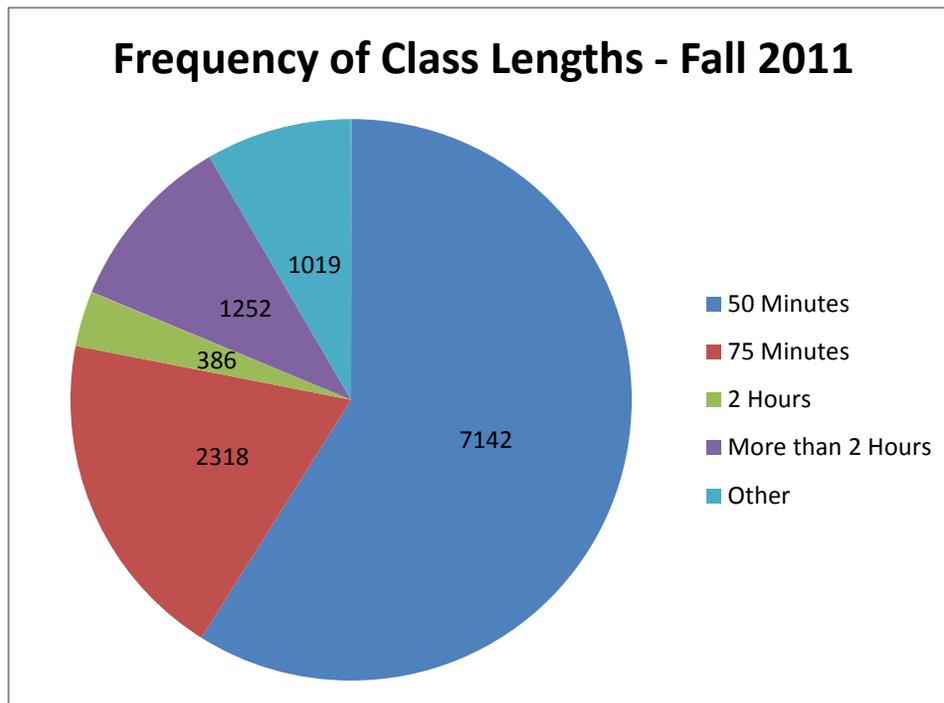
**Compliance with scheduling policy for scheduled class sections (2011-2012):**

- 90% of scheduled sections comply with standard start times
- 82% of scheduled sections comply with standard class lengths
- 22% of scheduled sections are out-of-compliance with either standard start time and/or standard class length
  - This affects 7% of GA rooms and 47% of Department rooms
  - Example: Out-of-compliance start time and/or class length leads to approximately 225 variations in start time / class length / end time on Monday mornings between 7:30 am and 12:00 noon
- Use of a 75 minute "power lecture" decreases effective room utilization by a minimum of 25%
- Use of non-standard start / end times can decrease effective room utilization by up to 50%

Current policy list 14 standard start times

- 72 unique start times were used in fall of 2011
- 820 scheduled start times were “exceptions” to standard
- Variability in start time impedes better utilization
- Variability negatively impacts the student experience

Team recommends policy adjustments and enforcement



Current policy references 4 standard lengths of class

- 47 class lengths were used in the Fall of 2011
- 8% (1019) of classes were nonstandard lengths
- Class length variation contributes to low utilization
- Variability negatively impacts the student experience
- 
- 75 minute class lengths contribute to poor utilization
  - 2318 classes of 75 minutes were conducted in Fall of 2011
  - 75 minute class result in 40 minutes of poor instructional space utilization
  - 1545 weekly hours (equivalent to roughly 34 classrooms) were poorly utilized

Team recommends policy adjustments and consistent enforcement of current policies

## Appendix C

### Room Assessment Score sheet

#### Room Use Review Process Example

**Example:** A Campus Review Team made up of Space Management members will take data pulled from Curricular Services after the 7th week of each fall semester. Team will spend 4 weeks reviewing rooms with below than 67% room use and grade them based upon below contributing factors to low utilization. After this time, the members of this team (along with 3 other campus partners) will determine next steps for each of the rooms.

<b>Contributing Factors to Low Utilization</b>	
<b>Technology</b>	<b>Point Value</b>
None	0
Data projector	1
Multiuse/High Tech	2
<b>Seating</b>	<b>Point Value</b>
Broken or Poor Condition	0
Fixed tables and/or chairs	1
Flexible	2
<b>Location in Building</b>	<b>Point Value</b>
Far from public area (remote)	0
Located on upper floors, can find with signs	1
On main instructional floors	2
<b>Campus Location</b>	<b>Point Value</b>
Blue shaded area	0
Yellow shaded area	1
Green shaded area (Prof Schools)	2
<b>Scheduler</b>	<b>Point Value</b>
Individual Departments (i.e.: Dept Admin)	0
Central Building Occupant (i.e.: Business School)	1
Curricular Services	2

<b>Results &amp; Next Steps</b>	
Acceptable Space	7-10
Repurpose or Consolidate	3-6
Decommission	0-2

<b>Example</b>			
<b>Room</b>	<b>GRAINGER 2080</b>	<b>GRAINGER 3190</b>	<b>GRAINGER 2290</b>
<b># of seats</b>	135	45	42
<b>Instructional use/week (%) - goal is &gt; 67%</b>	39%	5%	10%
<b>Technology</b>	1	1	2
<b>Seating</b>	1	2	1
<b>Location in building</b>	1	1	2
<b>Location in Campus</b>	2	2	1
<b>Scheduler</b>	1	1	1
<b>Score</b>	6	7	7
<b>Instructional related use/week (%)</b>			
<b>Non-instructional related use/week (%)</b>			
<b>Total Use</b>	39%	5%	10%
<b>Recommendation</b>	Repurpose/Cons	Acceptable Space	Acceptable Space



### Campus Location Map

Used to score location value contributing to utilization

Blue-shaded area = 0 points

Yellow-shaded area = 1 point

Green-shaded area = 2 points

FINAL REPORT

**Future considerations and steps for room use**

**Recommendation:** Acceptable space

If recommendation for a space is deemed "acceptable space" by criteria, more information is needed to see if the space is being used for other purposes. Next step is to obtain other "related" uses %.

- A. If adding additional uses moves it to above 67 %, note and remove from list.
- B. If adding additional uses does not move usage above 67%; see steps for **full campus review**.

**Recommendation:** Repurpose or Consolidate

If recommendation for a space is deemed "repurpose/consolidate" by criteria, more information is needed to see if the space is being used for other purposes. Next step is to obtain other "related" uses %.

- A. If adding additional uses moves it to above 67 %, note and remove from list.
- B. If adding additional uses does not move usage above 67%; see steps for **full campus review**.

**Recommendation:** Decommission

If recommendation for a space is deemed "decommission" by criteria, a **full campus review** must be done before room is taken offline for use.

**Annual Full Campus Review**

A small committee representing the below areas along with the campus review team will hold a final review of any space that falls under 67% and is recommended for a full campus review. Each area will have a (1) month to review criteria in their areas and report back findings to group. Estimated timing is 1 month for review, 1 month for committee and final recommendations to campus. Timing should be as such that it can affect the following fall semester.

**Room Use Review Team Members**

**Campus review team:** Will take information from other committee members and draft final recommendations on space.

**Space Management:** A designee from this area will look at sustainability. This person will also review space utilization clusters and provide recommendations to curricular services.

**Curricular Services:** A designee would look how a change in scheduling might affect usage of a particular room or unused area. Information provided by Space Management will also influence recommendation.

**Academic Planning:** A designee from campus will see if there is a directive on increase or decrease of enrollment either within campus or at a departmental level

## Appendix D

### Categories of Instruction-related and Non-instruction related activities

The Curricular Services' R25 Webviewer provides categories for both instruction-related and non-instruction-related activities in GA spaces.

- Instruction-related use categories: Activities that are related to or are an extension of a course.
  - Department Meeting
  - Exam
  - Extra Meeting
  - Review
  - Room Maintenance
  - Speaker
  - Video/Film
- Non-instruction-related use categories: Activities that are not related to a course.
  - Conference
  - Meeting
  - Mini-Course
  - Repair/Remodel
  - Test
  - Workshop

The team created new lists to be consistent with a sample of uses by schools and departments (Business, Chemistry, Education and SMPH) and to capture non-instruction activities in GA and department spaces.

- Instruction-related use categories:
  - **Exam** (makeup, midterm, McBurney, quiz)
  - **Speaker** (presentation, seminar, defense)
  - **Meeting** (extra class, exam grading, office hours, department meeting, student group meeting, applied learning)
  - **Review** (office hours, TA space, learning center sessions, study sessions)
- Non-instruction-related use categories:
  - **Meeting** (department, faculty/staff, advisory board, student organization, videoconference)
  - **Speaker** (distinguished speaker, topical discussions, campus address)
  - **Recruitment** (student employer interviews and presentations, faculty interviews and recruiting, staff interviews and presentations, career fairs, interview/career prep)
  - **Special Events** (fairs, case competitions, graduation activities, student organization socials)
  - **Continuing Education** (training, professional development, workshops)
  - **Outreach** (receptions, meals, meetings, tours, networking)
  - **Non-UW Events and Activities** (academic conferences, meetings, focus groups)
  - **Maintenance** (facility or technology repair or upgrades)
  - **Miscellaneous** (scheduling, photo shoots, equipment checkout, etc.)