

University of Washington
Faculty Council on University Facilities and Services

October 15th, 2015
10:00am - 11:30am
173R Mary Gates Hall

Meeting Synopsis:

1. Call to order
 2. Approval of the agenda
 3. Approval of the minutes from May 21st, 2015
 4. Council use of Google Drive (Joey)
 5. Chair's Remarks
 6. North Campus Student Housing Phase IV A – Shane Ruegamer, CPO (Exhibit 1)
 7. Class Schedule Changes – Bruce Balick (Exhibit 2) (Exhibit 3)
 8. Good of the order
 9. Adjourn
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1) Call to order

Christie called the meeting to order at 10:00 a.m.

2) Approval of the agenda

The meeting agenda was approved as written.

3) Approval of the minutes from May 21st, 2015

The minutes from May 21st, 2015 were approved as written.

4) Council use of Google Drive (Joey)

Council support analyst Joey Burgess demonstrated use of Google Drive (cloud-based file sharing software) to members of the council, and explained that in lieu of Catalyst Sharespaces' expected retirement by UW-IT on November 12th, 2015 - the council will make use of Google Drive for all future file-sharing needs. He noted this decision has been authorized by Marcia Killien, Secretary of the Faculty.

Logistically, he noted council members will receive hyperlinks connecting them to their respective council's Google Drive folder in each meeting broadcast email, and folder securities may or may not be heightened depending on the council's posting of sensitive and/or exclusive materials.

Council feedback

There was some question concerning login credentials and if there is need to login to Google or UW online accounts to access the drive. Burgess noted currently, access is not restricted, and the google

drive folders are open to anyone who possesses the link for entry. He explained logging into a UW email account is not necessary to navigate the council's folders and files, at this time.

5) Chair's Remarks

Christie informed of a recent announcement that the UW has awarded funds to go towards renovating an existing university structure to be used for providing/housing additional childcare services. He congratulated the council, as FCUFS has been integral in the initiative to request additional childcare support and funding on the part of the university in the last academic year. It was noted UW Transportation Services is currently housed in the building that will be repurposed for childcare; the structure is located at the intersection of 15th Street and NE Pacific Street.

Christie explained in a recent FCUFS special meeting the council provided feedback on the new Life Sciences Building designs (LSB). He explained some comments heard in the meeting:

- Some FCUFS members saw the building as not aesthetically synonymous with its surrounding area
- There was a recommendation that larger buildings go through a more extensive vetting process during certain stages of the campus master plan
- There was a concern over classroom space and that the building was not designed to house more general assignment classrooms

Christie noted Mike McCormick (Associate Vice President, Capital Planning & Development) will join the council in February to discuss building costs and other elements, which may be an opportunity to pose some of the above concerns.

6) North Campus Student Housing Phase IV A – Shane Ruegamer, CPO (Exhibit 1)

Shane Ruegamer (Project Manager, Capital Projects Office) was present to provide updates on the North Campus Student Housing Plan (NCH). He noted the building project is being developed in two phases: Phase IV A, and Phase IV B – the latter to occur 2018 through 2020. He explained full buildout is expected in 2020. Ruegamer explained he has brought a PowerPoint presentation to showcase internal and external building designs and other elements of the project (Exhibit 1).

There was brief discussion of McMahan Hall, which lies in the campus region to be renovated. Christie explained updating the building to be used for future student housing is unlikely, as the cost of renovations is predicted to be very high.

Ruegamer explained that during Phase IV A Stevens Way will remain a main arterial road through campus. He noted there will also be several pedestrian roads and service roads added north of Lewis and Hutchinson Halls.

Ruegamer explained some added student amenities to north campus which will come as part of the housing renovations include:

- A café/market
- Game Room
- Fitness Center
- Great Room

Ruegamer noted the scale of new buildings in the area are designed to match existing buildings, and will not tower over other structures.

A member asked about pedestrian overflow onto 45th Street as the north campus area becomes more popular and traversed. Ruegamer noted this will mainly be an on-campus activity area, and a large influx of pedestrians into adjacent streets and other areas is not expected.

Building design/lighting

Ruegamer noted that a lot of the internal designs for new buildings borrow from Native American basket weaving designs and other local influences. He explained there is a design-emphasis to utilize natural materials native to the Pacific North West, including varying wood external surfaces on new structures. Additionally, substantive lighting is to be added externally to new buildings. The intent is to provide a “lighthouse” feel for students walking through the region of campus, allowing them to see the lights from nearby paths and courtyards.

A member noted after viewing internal building illustrations that dormitory “common spaces” are usually located in the center of buildings, but the internal building designs show them on the edges of the buildings. Ruegamer explained they were put there for seclusion of those students while studying or meeting with friends, and studies show these areas are well-used in these locations.

Ruegamer noted there is an emphasis on avoiding re-grading the landscape of the area, and instead, utilizing existing flat-spaces. He explained there is an effort to revitalize adjacent outdoor spaces to facilitate more use by students, and an array of different strata and florae will also be planted in adjoining areas to create a more bio-diverse space for wildlife.

After question over the varying types of housing to be added, Ruegamer explained there will be triple and quad rooms available, which include shared bathrooms. There was question of why there are shared bathrooms. Christie noted it is necessary to have community bathrooms in order to create a lower tier of dorm pricing, as otherwise many students might be “priced out” of the new dorms. After question, Ruegamer explained there will be a net increase of 400 beds after project completion.

A council member asked about ADA and the ability of handicapped students to access new spaces and buildings. Ruegamer explained every element of the renovations are designed to be ADA accessible.

After questions had subsided, Ruegamer explained groundbreaking will occur in late February of next year. McCarty Hall is to be demolished first, and then will be salvaged. Construction will begin soon thereafter, he explained.

The council thanked Ruegamer for attending, and he left the meeting.

7) Class Schedule Changes – Bruce Balick (Exhibit 2) (Exhibit 3)

Balick explained he would like to present to the council to inform on the state of revisions to be made to the university's classroom scheduling structure and/or policies. Balick explained he is co-chairing a Provost-sponsored committee (Classroom Scheduling Committee) tasked to advise policy change on this subject. The committee will make recommendations to the Provost in the 2015-2016 academic year in an effort to respond to the widespread problem of classroom scheduling facing the UW. He explained he has brought a brief informational "two-pager" document for council members (Exhibit 2), and a slideshow presentation (Exhibit 3), to provide more information.

Balick noted the nature of the problem is that the UW does not have enough large classrooms to teach its undergraduate students. He explained the Washington state legislature has marked the UW as not utilizing its existing spaces well enough or to their full potential, and for this reason state officials are apprehensive to award additional funds to help remedy the problem.

Balick noted he and the committee have made three primary recommendations to the Provost designed to relieve some of the stress on the system. These include:

- Employing a 50-hour instruction week with instructional time occurring Monday-Friday, 8:30am-6:20pm (extension of instructional time window)
- Departmental requests for general-assignment classrooms must be distributed evenly throughout an instructional day
- Implementing "block scheduling" where classroom requests conform to specific day/time combinations. Currently, several different combinations or "blocks" are under consideration

Balick explained the scheduling window for classrooms is currently six hours long at the UW, and will be made ten hours long to accommodate increased teaching. He explained the two other recommendations are designed to "clean up" UW classroom scheduling the way it is conducted, allowing fewer classrooms to go under-utilized during the instructional day, especially during peak hours. He explained the committee has found that the "industry standard" directs that 70% of all available classrooms should be utilized within an instructional day. He noted the UW is not at 70%-use currently.

Balick gave one example of the severity of the problem, noting that over 70 classrooms crucial to varying university courses had not been scheduled only seven days before instruction was set to begin. He noted generally large departments that teach many undergraduates are suffering the most, explaining the English and Mathematics departments currently have the most classroom requests which were unable to be granted. After question, he explained "large classrooms" are defined as rooms which seat over 100 students.

Balick explained he and the committee have consulted with/plan to consult with the ASUW, FCTL, the UW Board of Deans and Chancellors, the ASUW Board of Directors, and several other stakeholder groups to gather their input. He mentioned he is also engaging in discussions with department chairs of very large departments, meeting with as many as possible. Balick explained the “student perspective” is fundamentally important to his committee – citing the fact that students have several other obligations/interests outside of the classroom and changes to the instructional time window will impact them greatly. He also mentioned that there are ways to incentivize the teaching of marginalized hours for faculty, causing these hours to become more attractive.

Council feedback

A member noted it seems that transitioning a large amount of instruction into the evenings is the goal, and questioned if it will create a deeper commuting problem to grow instruction during peak traffic hours. Phil Reid (Associate Vice Provost, UW-IT) noted surveys have revealed that UW faculty tend to live closer to campus, and staff tend to live farther away. He also explained UW Transportation has stated they will help with the transition as much as possible, and that they have a number of products and services to be used to this end.

A member pointed out that faculty also desire predictability in their current and future work schedules, especially taking into account planning for childcare needs and other obligations outside of their work lives. He noted predictability should be one goal of the policy revisions.

A member asked if block scheduling will be implemented for all classes or only large classes. It was noted the assumption is that all classes will be moved to block scheduling once it is implemented.

A member pointed out there are other considerations/needs faculty may have besides student capacity when scheduling their classrooms, one example of this is the need for a high-resolution projector to teach a course in Art. The concern was noted by Balick.

There was some discussion of scheduling classrooms into the HUB (Husky Union Building) and the associated costs. Another member cautioned that rooms in the HUB are not 100% guaranteed at the time of reservation.

One member pointed out that the issue is with large classrooms holding more than 100 students, and that this fact may point to an ABB (Activity-based Budgeting) issue, as the ABB budgeting system has been assumed to incentivize the teaching of high-enrollment courses.

After all feedback was gathered, the council thanked Balick and Reid for their work and for presenting.

8) Good of the order

Nothing was stated for the good of the order.

9) Adjourn

The meeting was adjourned by Christie at 11:30 a.m.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: **Faculty:** Bruce Balick, Rich Christie, Laura Little, Murray Maitland, Ann Mescher, Giovanni Migliaccio, Christopher Ozubko, Bill Rorabaugh
Ex-officio reps: Chris Byrne, John Carrol, Steve Goldblatt
Guests: Phil Reid, Shane Ruegamer

Absent: **Faculty:** Gundula Proksch
President's designee: Charles Kennedy
Ex-officio reps: N/A

Exhibits

Exhibit 1 – 151015 FCUFS NCH sar

Exhibit 2 – Classroom Scheduling Two-Pager 091115b

Exhibit 3 – balickpresentation_fcufs_fall2015

Classroom Scheduling: It's Broke, but it Can be Fixed

Inadequate Classroom Capacity and its Consequences. In 2013-14 an extensive review of learning spaces on the UW Seattle campus was performed in light of changing instructional pedagogies and rising demand for general-assignment classroom space. The factors impacting classroom scheduling are not new or mysterious: undergraduate enrollment has been growing at 5-10% per year, total teaching capacity has been static thanks to budget constraints, and ABB has introduced impetus for teaching larger undergraduate classes. It's clear that we are at a crisis point unless changes are implemented. For example, some 10-15% of initial requests for classrooms are being denied. As a result, undergraduates are susceptible to unpredictable interruptions in the completion of their graduation requirements. Classroom unpredictability can also result in last-minute rescheduling of classes to odd hours of the day with deleterious impacts to the schedules of our faculty, students, and staff.

As it turns out, extant classroom space is adequate — provided that we utilize the spaces more effectively and over a longer instructional day. (The Legislature is keenly aware of this, so capital requests for more classrooms stand little chance of success.) Other options have been shown to be ineffective.

Accordingly, the Provost intends to do exactly that — to extend the main teaching hours from a six-hour window (9:30-3:20) to a ten-hour window (8:30-6:20) and to repackage available classrooms into scheduling blocks — starting in 2017. We all recognize the need to consult widely before instituting far reaching change. Therefore, identifying and mitigating predictable implementation disruptions as well as preparing to monitor and correct unanticipated issues are our next immediate steps.

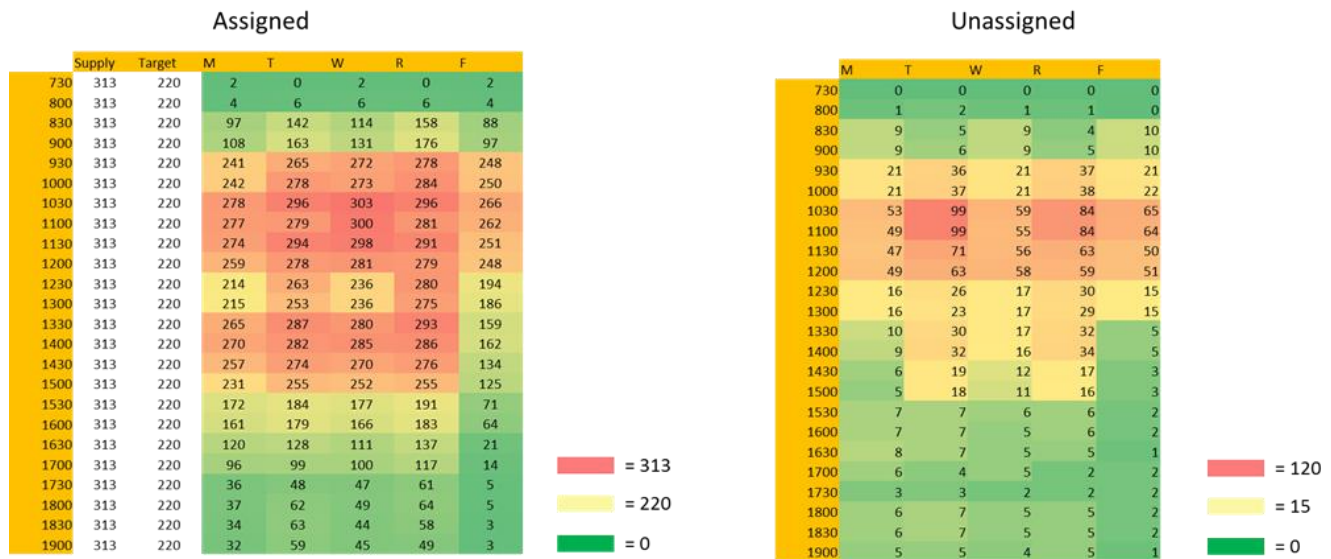


Figure 1. Heat map illustration of requests for upper campus general assignment classrooms for Au 2014. **Left.** Inset represent the number classrooms that were scheduled by time of day (vertical) and day of the week (horizontal). The scale for the heat map is given at the lower right indicating the total number of classrooms (313) and target usage (220). **Right.** Number of requests that were not assigned a classroom. Notice the significant demand for classrooms during “prime time”, defined as 9:30 a.m. to 2:30 p.m.

For reference, Figure 1 presents a “heat map” of classroom assignments for Autumn 2014 for the 313 upper-campus, general-assignment classrooms. Redder colors imply increasing oversubscriptions (left) or residual dislocations (right). There are similar problems in Health Sciences. The nature of the current problem and plans for moving ahead are elucidated below.

The Issues. To summarize, the most significant immediate problems are these:

- The vast majority of classrooms requests are during “prime time”, or 9:30 am to 2:20 pm. Even when assigning essentially all available classrooms, a significant number of request remain unfulfilled. These “unassigned” requests correspond to 430 courses, or ~10% of the total course offerings. This problem worsened by 60% in 2015 with the renovation of Denny Hall.
- Unassigned courses are forced to meet at times that are significantly different from the initial request causing some serious dislocations for students, teaching staff, and various departments.

The Search for Solutions. During the 2014-2015 academic year, a scheduling implementation committee was charged by the Provost to evaluate various modifications to current scheduling practices. This committee explored the recommendation of external advisers, performed data modeling on the impacts of these recommendations, and explored a variety of issues to alleviate classroom-scheduling issues. Three recommended changes to our current scheduling practices were accepted for adoption by the Provost in spring of 2015:

- **Employ a 50-hour instruction week** w/ classes meeting M-F from 8:30 am to 6:20 pm.
- **Departmental requests for general-assignment classrooms must be distributed evenly** throughout an instructional day.
- **Implement “block scheduling”** where classroom requests conform to specific day/time combinations. Currently combinations or “blocks” under consideration are:
 - 1 to 5 days a week @ 50 minutes.
 - 3 days a week (MWF) @ 80 minutes
 - 2 days a week (MW, WF, MF, TR) @ 80 minutes
 - 1, 2, or 3 days a week @ 110 minutes w/ no scheduling in the 12:30 to 13:20 time block
 - 1 or 2 days a week @ 170 minutes

Subsequently, a governance implementation committee met with campus stakeholders to solicit suggestions on how to address scheduling issues, and to discuss plausible remedies. Moving forward, committee members will compile additional suggestions from deans, Faculty Senate groups, counselors, and ASUW/GPSS representatives through December and making mitigation recommendations of best practices, most-effective mitigations, and implementation to the Provost by April of 2016.

Benefits. The following benefits can be realized by implementing new scheduling practices:

- **Increased scheduling certainty** such that students can construct academic plans with a better of chance of executing those plans, ultimately reducing time to degree.
- **Expanded course-scheduling** options for students which would also impact time to degree.
- **Increased chances of faculty receiving a “priority 1” classroom.**
- **Potentially enhanced scheduling predictability**, particularly in 8:30, 3:30, 4:30 and 5:30 time slots. Other departmental or daily personal activities benefit.
- **Classroom “right sizing”.** With more of the classroom inventory available, the size of a classroom can be better matched to enrollment.

What’s Next? For the next few months we will continue to explore the impacts and mitigations implementation that changes in scheduling policies will require of students, faculty and TAs in the most affected departments at the tactical level. This process will be iterative as some measures are added and others removed from consideration. The final set of “lessons learned” will be used to construct and prioritize final recommendations to be delivered to the Provost before the spring quarter of 2016. We can expect that new scheduling procedures would then go into effect in November 2016 when classroom allocation planning for the 2017-2018 academic year begins. Complete implementation of scheduling policies starts the following fall after problems with the first set of changes are identified and corrected.