

GROWING CAPACITY AT UIC

CLASSROOM SCHEDULING COMMITTEE FINAL REPORT

SUBMITTED TO PROVOST SUSAN POSER
AUGUST 15, 2017



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Committee Members

| | |
|---------------------------|---|
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| Lisa A. Freeman | Head, English, Co-Chair |
| Mark Bennett | Director of First-Year Writing, English |
| Erin Brady | Classroom Scheduling |
| Jocelyn Bravo | Student Government Association |
| Kevin Browne | Vice Provost for Academic and Enrollment Services |
| Milagros Crespo | College of Architecture, Design and Arts Administration |
| David Hilbert | Faculty Senate, Philosophy |
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| Anna Luz Pasillas-Santoyo | Office of Institutional Research |
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| Brooke Shipley | Head, Mathematics |
| David Taeyaerts | Associate Vice Chancellor of Learning Environments and Campus Architect |
| William Vavrin | Student Government Association |

Executive Summary

The Classroom Scheduling Committee makes the following recommendations related to course scheduling and classroom space:

1) A new course scheduling model (see following page) that provides for:

- An extended teaching day
- A more even and efficient distribution of courses across the days of the week and hours of the day
- Increased flexibility in types of course time slots, especially in the earlier and later parts of the day
- Formalization of Saturday scheduling options

2) Improvements to classroom space and campus infrastructure designed to:

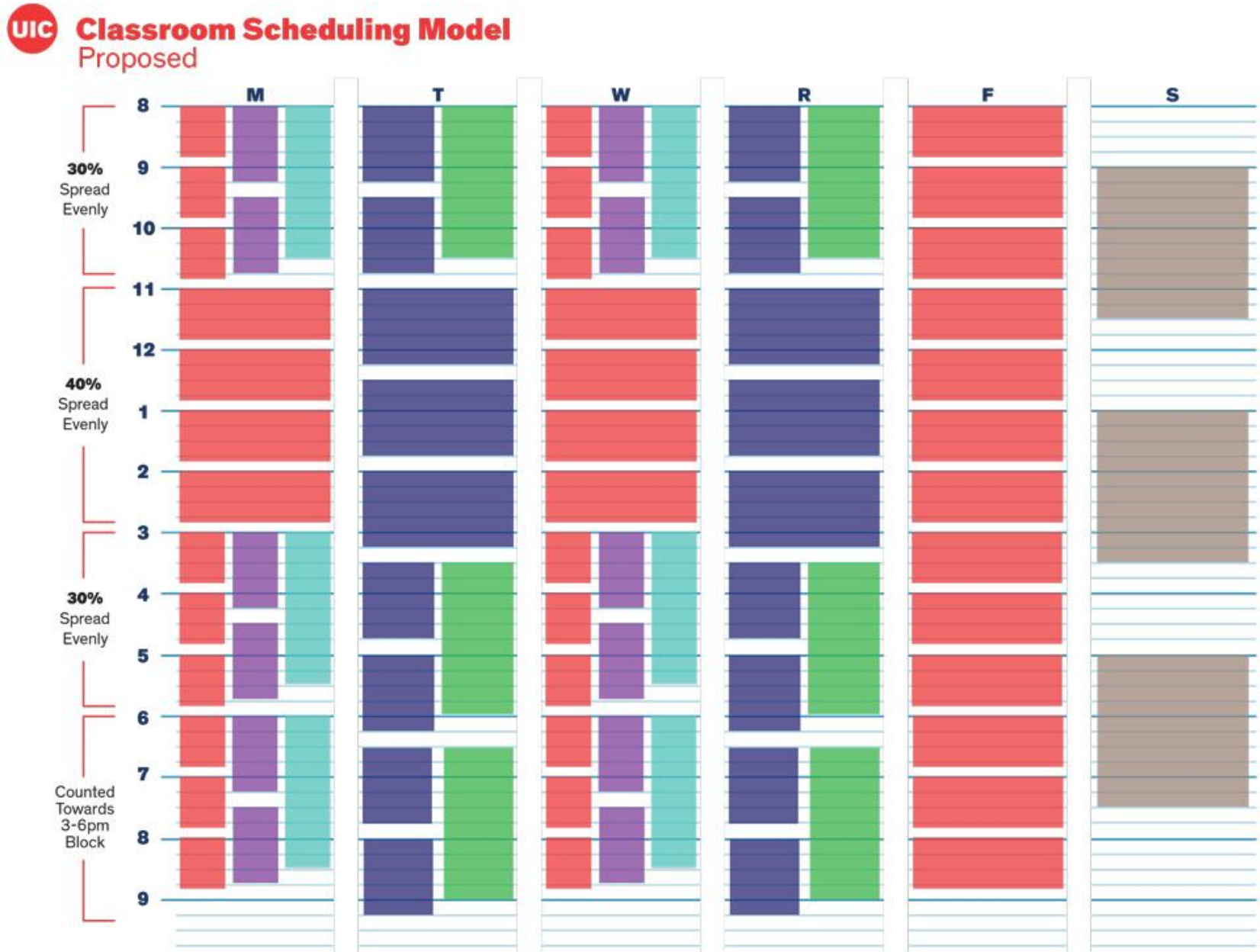
- Support the extended teaching day by creating a campus core for instruction, installing better lighting, and bolstering security
- Support teaching and learning through better design and technology
- Maintain and/or increase classroom capacity
- Anticipate future enrollment growth

3) Deferring any implementation of a second-start option as formal policy

- Departments can still explore late start options for remediation purposes
- If required for international student recruitment efforts, Classroom Scheduling could still accommodate requests for courses starting during the second 8-week term

All of these recommendations have been made with student success in mind, and we believe that the new scheduling model will improve our ability to provide courses and classroom space for both current student numbers and any future increases in student enrollment.

Figure 1. Classroom Scheduling Model Proposed



7/24/17

History

In January 2017, Provost Susan Poser convened the Classroom Scheduling Committee to explore issues related to course scheduling on the UIC campus. Enforcement of the previous scheduling grid had proven challenging and did not address current issues related to rising enrollments, student capacity, and efficient use of classroom space.

Provost Poser charged the committee as follows:

- Examine current scheduling policies
- Identify scheduling priorities
- Explore alternative scheduling models
- Consider future enrollment growth
- Recommend a new scheduling model
- Consider current classroom and infrastructure conditions
- Recommend classroom and infrastructure improvements to support new scheduling model and enrollment growth
- Explore second-start option (8-Week term beginning mid-semester)

The committee organized itself into three subcommittees:

- Classroom Scheduling Strategies
- Facilities
- Second Start

The recommendations included here have been endorsed by the committee as a whole and are organized here by subcommittee report. They may be summarized as follows:

- Part I: Recommendation for a new course scheduling model
- Part II: Recommendation for classroom and infrastructure improvements
- Part III: Recommendation against second start program

PART I: Scheduling Strategies Subcommittee

The Classroom Strategies Subcommittee recommends that UIC adopt a new course scheduling model designed to accommodate growing enrollments, to increase course offering capacities across the days of the week and the hours of the days and evenings, and to support student progress toward graduation.

Charge

In the charge for the Classroom Scheduling Committee, Provost Poser asked us to examine current course scheduling policies, identify scheduling priorities, explore alternative scheduling models, consider future enrollment growth, and recommend a new course scheduling model.

Subcommittee membership:

- Lisa A. Freeman, Head, English, Co-Chair (lfreeman@uic.edu)
- Erin Brady, Classroom Scheduling, Co-Chair (ebrady@uic.edu)
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- Brooke Shipley, Head, Mathematics (shipleyb@uic.edu)

Research

Classroom Scheduling Strategies began its process by reviewing current course scheduling practices and discussing the ways in which current scheduling policies had resulted in an inefficient use of classroom space. Most departments and units were still concentrating their course offerings in the middle of the day. This practice created significant constraints, making it difficult for students to register for all of the classes they need to graduate and putting intense pressure on classroom space during peak times. In addition, tremendous pressure is put on the scheduling grid and classroom space by the need for large numbers of Friday-only discussion sections. Not only do classrooms have to be set aside on Monday/Wednesday to accommodate the corresponding Friday need, but there is not enough classroom space available to accommodate all of the discussion sections currently requested. As a result, some departments have been asked to run lectures on a Wednesday/Friday schedule with Monday sections instead.

Having identified our current classroom scheduling challenges, Classroom Scheduling Strategies conducted a survey of scheduling models used at both peer universities and local institutions with which we often compete for students. This survey revealed that, with rare exceptions, most universities followed the same scheduling policies with only the usual MWF/TR options in place. Following that survey, Classroom Scheduling Strategies conducted an audit of our current classroom space usage and meeting patterns as well as a study of Room Hour Utilization by Building to determine how efficiently or inefficiently we are using various classroom spaces. The data indicated that we are already using large lecture spaces at maximum efficiency but could be making much better use of certain small classroom spaces, particularly if classes were spread out more evenly across a longer day.

Once we had completed our research, discussions began in earnest about how best to design a new course scheduling model that will meet both current and future student needs. It was helpful in the course of these discussions to review an article "Undergraduate Daily Course Schedule Models" provided to us by the Education Advisory Board (Academic Affairs Forum, Research Brief, 2014). All of our discussions included considerations of both student work schedules and commuting requirements, with data on these matters supplied to us by the Office of Institutional Research.

The preliminary model we designed was presented for review and discussion both to the Classroom Scheduling Committee as a whole and to advisors and course schedulers from across the Colleges. Fifteen advisors and fifteen schedulers attended these meetings. In addition, Classroom Scheduling convened its annual meeting of all schedulers in late July and was able to share and discuss the new model with over seventy schedulers from across the university. Feedback at these meetings was generally quite positive and resulted in only minor adjustments to the new scheduling model and the associated policies we had devised. Almost everyone at these gatherings saw the benefits of this new model and the ways in which it would both support student success, meet current scheduling needs, and create capacity for rising enrollments.

The New Course Scheduling Model

The new course scheduling model is designed to maximize efficient use of classroom space by more evenly spreading course offerings across days of the week and across expanded hours of instruction. It is designed as well to provide for flexibility and innovations in how course instruction might be delivered and to ensure that students will be able to register for course schedules that suit their varying needs. Each unit, where unit is defined as a department, will have to manage its schedule of courses to comply with the major provisions of the new scheduling model.

Major Provisions

Courses must be distributed across the day as follows:

- 8:00 am-11:00 am: 30% of all courses per unit, spread evenly across all available time slots
- 11:00 am-3:00 pm: 40% of all courses per unit, spread evenly across all available time slots
- 3:00 pm-6:00 pm: 30% of all courses per unit, spread evenly across all available time slots
- 6:00-9:00: These courses will be counted toward the total 30% requirement for the 3:00-6:00 slot.

Courses for each unit must be distributed across the days of the week as follows:

- MW courses: at least 20%
- TR courses: no more than 40%
- MWF courses: no more than 40%

Significant Innovations in this model and their impact

- Creation of MW courses in the early and later parts of the day. This innovation will allow for greater flexibility in course scheduling early and late in the day and will ease pressure considerably on the need for classroom space for Friday discussion sections. It is also expected that these courses early and late in the day will help to support students with challenging work schedules or commutes.
- Extension of the basic teaching day to 6:00 pm. This extension of the basic teaching day by just one hour will result in a significant increase in classroom capacity.
- Creation of early morning seminar slots. This innovation provides an additional option and more flexibility for classroom instruction.
- Formalization of Saturday scheduling options. While a number of units already offer Saturday courses, there is significant potential to offer more programs of this kind. By formalizing the Saturday scheduling options, it is hoped that more units will consider this option for future program growth. At the present time, most of the Saturday course offerings are for graduate programs.
- The allowance for evening courses to be counted toward the 3:00-6:00 distribution ensures that units which of necessity must offer graduate courses in the evenings and which draw from the general pool of classrooms on the east side will not be penalized and will be able to count those courses toward their distribution totals. It will also benefit units serving non-traditional students who may prefer to take evening courses.

Exceptions

- **Large Room Scheduling Policies (courses with 80 or more students):**
 1. In order to ensure maximum efficiency in the use of our large lecture halls, scheduling for these rooms will remain on the old grid system with MWF or TR offerings (back-to-back all day, everyday). To do otherwise would result in the loss of too many time slots across a large number of lecture halls.
 2. Scheduling of large lectures will be spread out by unit across the day following the ratios established for the new grid as a whole.
 3. Departments offering MWF and TR large lectures should make every effort to distribute classes evenly across those day blocks.
 4. Where Classroom Scheduling runs into capacity issues, selected units will be asked either to schedule WF lectures with M sections or to rebalance the distribution between MWF/TR lectures

- **Labs, studio courses, etc.**
 1. Courses that are offered in spaces controlled by or designated for use by specific units for the purposes of conducting lab, studio, or other types of courses will still be allowed to schedule courses in these spaces as they see fit, so long as every effort is made to ensure that the start and end times of their courses correspond as much as possible to the start or end times of the new course scheduling model. Such efforts will ensure that students have only limited gap times built into their course schedules.

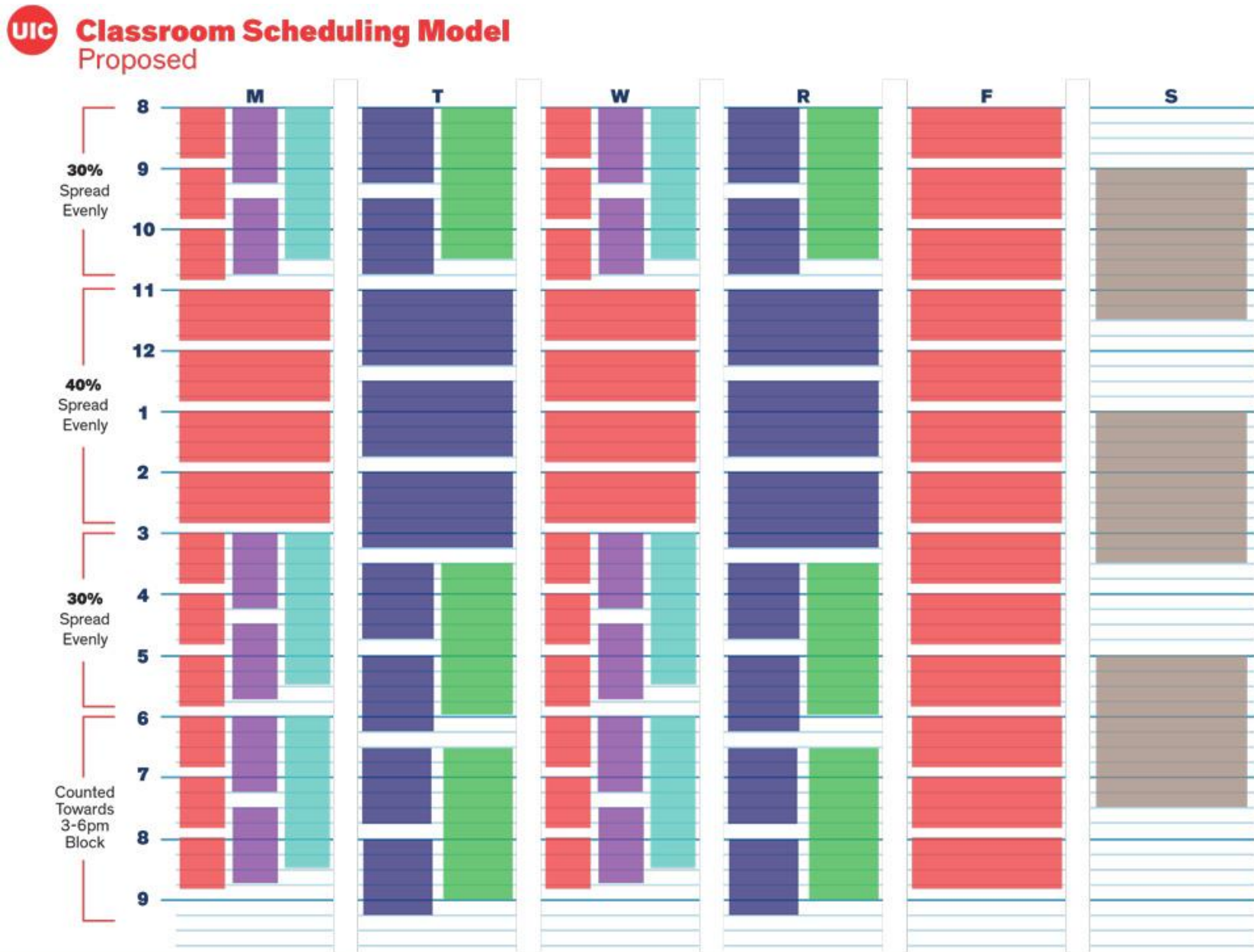
Critical Supporting Recommendation

In almost all of our discussions of the new model, concerns were raised about the frequency with which courses scheduled during the earlier and later parts of the day under the old model have been cancelled due to underenrollment. This has created a self-perpetuating cycle whereby students have become wary of registering for these sections for fear that they will lose that class too late in the registration process and will not be able to register for an alternative section later in the day because they have all filled.

To some extent, this difficulty can be addressed by using course registration tools that will guide students toward registering in earlier or later course sections by showing only selected options at the point of registration. Individual units will also be encouraged to schedule high demand and/or required courses during these earlier and later time slots as a way to help develop this new campus culture of an extended instructional day. However, such measures will only go so far in addressing these concerns.

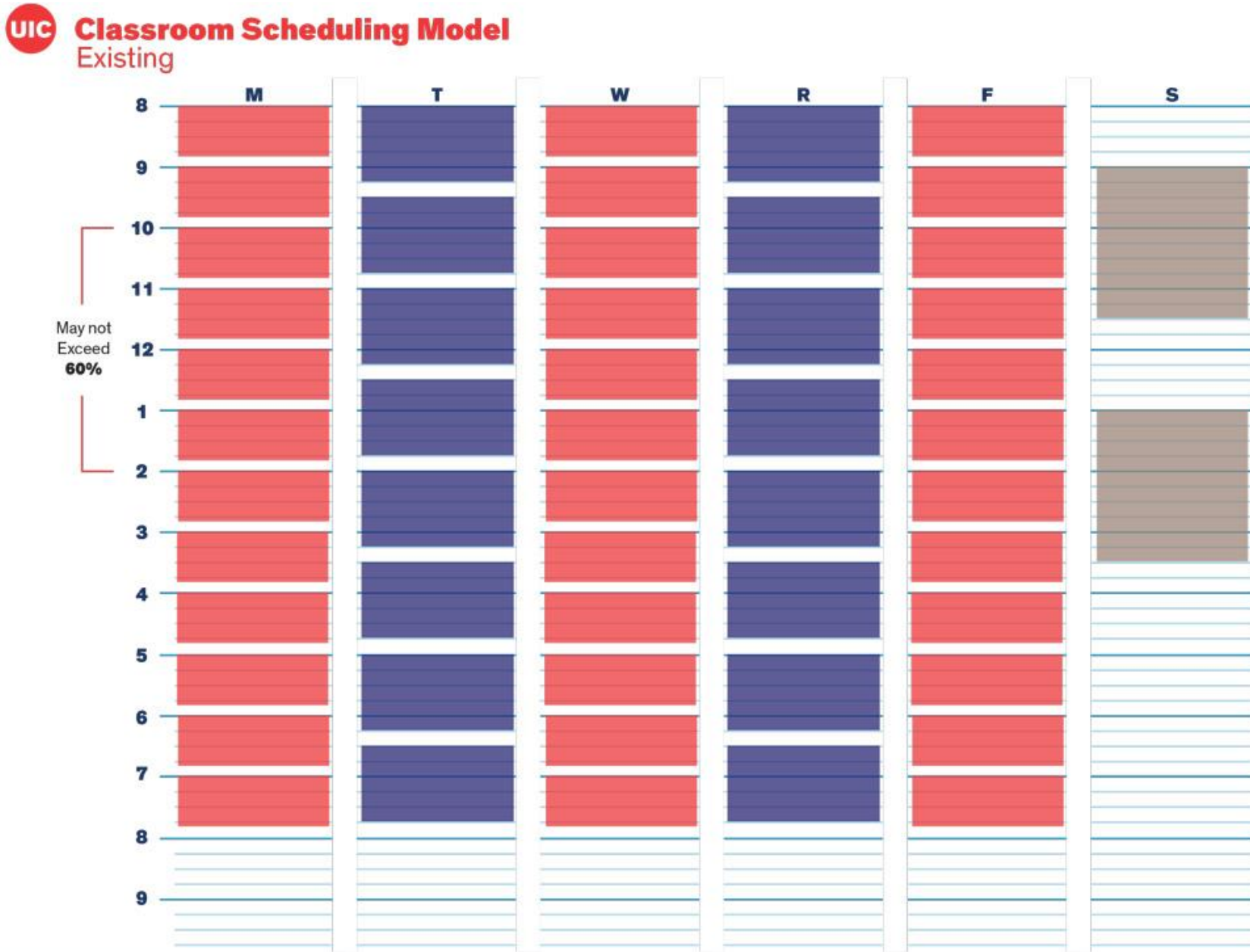
The Classroom Scheduling Committee as a whole thus **strongly recommends** that the Provost's office bring its full weight to bear by providing Colleges and individual units with some budgetary flexibility and leeway to allow for underenrolled courses to run during this important period of transition to a new campus schedule. This could involve some kind of procedure whereby the Provost's office would underwrite courses that College's would otherwise cancel. Only by doing so will we be able to break this cycle and assure students that they can register with confidence for courses that run early and late.

Figure 1. Classroom Scheduling Model Proposed



7/24/17

Figure 2. Classroom Scheduling Model Existing



PART II: Facilities

The Facilities Subcommittee recommends an investment of resources, as detailed below, in the following critical areas of need: Classroom Renovations, Future Classroom Buildings, and Improvements to the Physical Environment that will support the implementation of the new course scheduling model.

Charge

In the charge for the Classroom Scheduling Committee, Provost Poser asked us to consider current classroom and infrastructure conditions and recommend classroom and infrastructure improvements to support the new scheduling model and enrollment growth.

Subcommittee membership:

- David Taeyaerts, UIC Architect, Chair (davet@uic.edu)
- Kevin Browne, Vice Provost for Academic and Enrollment Services (kbrowne@uic.edu)

Role of the Physical Environment

According to published literature, the built environment is fundamentally related to recruitment and retention of students and their academic performance (Cain & Reynolds, 2006; Uline & Tschannen-Moran, 2006). This relationship suggests that the planning, design, operations and maintenance of learning environments should be an integral part of UIC's recruitment, retention and student success strategy.

One study concluded that as a student perceives improvements in the quality of an academic building, the perception of the quality of the faculty also increases (White, 2016). In other words, the better the building, the better the faculty. Prospective students see a faculty and department as valued by a university when the environment is valued by the university.

Another study presents evidence that there is a risk of losing upper-level students due to poor facilities maintenance (Cain & Reynolds, 2006). The study suggests that as students move from underclassman to upperclassman, they become more critical of the institution and the institution's facilities.

Finally, several studies indicate that both student achievement and health are linked to building quality and to the operations and maintenance of the facilities (Campbell & Bigger, 2008; Earthman, 2002; Mendell & Heath, 2004). This body of evidence informs us that the properties of physical learning spaces are an essential part of UIC's student success plan.

Evening Courses

Typically, courses at UIC start as early as 8:00 am and end by 5:00 pm, with few courses being offered at the beginning and end of this time range. The new scheduling model calls for an extension of the school day to 6:00 pm and for course offerings to be distributed throughout the day. It also calls for a greater number of courses to be offered after 6:00 pm and extending as late as 9:15 pm. Because there are few evening courses currently being offered, there is ample capacity during these hours. However, in order for evening classes to be considered attractive to faculty and students there is a need to address issues that pose barriers.

Safety is a common concern facing many urban universities. This is likely the top issue that must be addressed in order to build a culture of evening courses. **Below are a number of the key strategies that should be undertaken** to address safety and other operational issues:

- Create critical mass: evening courses offered on east campus could be scheduled in the lecture centers and the Grant-Lincoln-Douglas classroom buildings to cluster students and faculty in one geographic area. These buildings house classrooms that range in size from 15 to 380 seats, which should cover most, if not all, course sizes. And this geographic area is within close proximity of both the Daley Library and Student Center East, which offer student support services.
- Create a well-lit environment: pathways leading from key entry points, such as the UIC-Halsted Blue Line stop, Parking Lots 1A and 1B and the Halsted Street Parking Structure, to the campus core need to be illuminated to levels that either meet or exceed code required illumination levels. A light meter analysis could be conducted and new or additional fixtures could be added, if necessary, to bolster light levels. An effort is already underway in Facilities Management to replace all exterior lights with LED fixtures as part of an Energy Performance Contract.
- Create a police presence: UIC Police are currently reviewing their operations and plan to adjust their patrols to make their presence felt among evening course participants. These patrols may occur at key entry points and walkways when faculty and students would be coming to class and again after class when they would be returning to their vehicles or public transportation.
- Create operations support: Facilities Management is currently assessing the need, cost and value of adding a second shift for key buildings trades, like carpenters, lock smiths, electricians and plumbers and perhaps bolstering the number of FTE working a second shift as engineers, pipe fitters, and building service workers.
- Create an information desk: evening course participants may have questions and they should be directed to one or several locations for answers. The combined reference/IT desk in the Daley Library IDEA Commons could serve this purpose. Other potential information hubs could be the

information center in SCE near the Halsted Street entry and the Learning Technology Solutions office in Lecture Center E.

Once the safety and operational issues have been adequately addressed, UIC can move quickly to change the culture from an 8:00 am-5:00 pm campus to an extended day 8:00 am-9:00 pm campus.

Existing Classroom Conditions

There are 174 general use classrooms on the east campus, comprising almost 9,000 seats. These classrooms are assigned to the Scheduling Office and host courses from many of UIC’s colleges.

The vast majority of these classrooms have undergone some degree of renovation in the last ten years: 41% have undergone a major, 29% a moderate and 18% a minor renovation. The number of seats in renovated classrooms accounts for 95% of the total seats. Only 12% of the classrooms have not yet been renovated. The breakdown of renovations by type or degree can be seen in graphs 1 and 2 below.

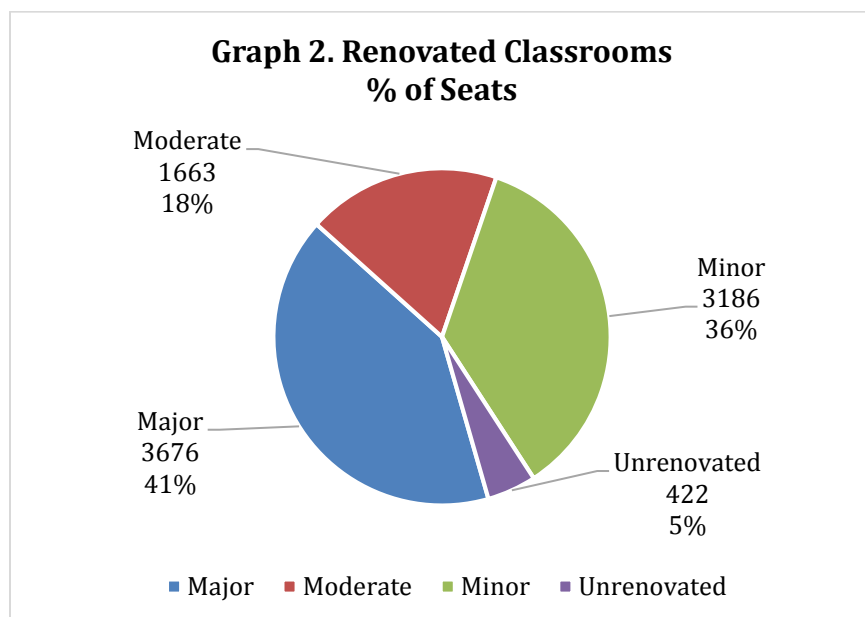
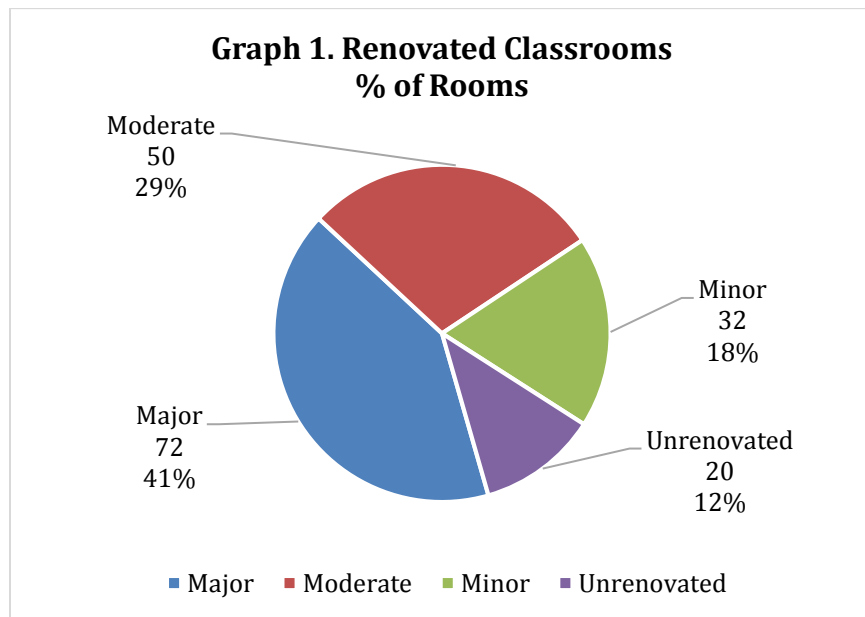


Table 1, below, identifies the number and percentage of classroom renovations by building.

Table 1. Classroom Renovations by Building

| Building | Classrooms Renovated //Total # | % of Renovated Classrooms | Seats Renovated //Total # | % of Renovated Seats |
|------------------------------------|---------------------------------------|----------------------------------|----------------------------------|-----------------------------|
| Behavioral Sciences Building (BSB) | 37//41 | 90% | 1,823//1,874 | 97% |
| Science & Engineering South (SES) | 6//9 | 67% | 932//1,002 | 93% |
| Stevenson Hall (SH) | 14//27 | 52% | 410//711 | 58% |
| Lincoln Hall (LH) | 25//25 | 100% | 655//655 | 100% |
| Burnham Hall (BH) | 10//10 | 100% | 615//615 | 100% |
| Taft Hall (TH) | 21//21 | 100% | 571//571 | 100% |
| Lecture Center A | 7//7 | 100% | 642//642 | 100% |
| Lecture Center B | 1//1 | 100% | 174//174 | 100% |
| Lecture Center C | 4//4 | 100% | 538//538 | 100% |
| Lecture Center D | 4//4 | 100% | 608//608 | 100% |
| Lecture Center E | 1//1 | 100% | 173//173 | 100% |
| Lecture Center F | 4//4 | 100% | 584//584 | 100% |
| ETMSW | 8//8 | 100% | 318//318 | 100% |
| Douglas Hall (DH) | 4//4 | 100% | 246//246 | 100% |
| Addams Hall (AH) | 6//6 | 100% | 164//164 | 100% |
| Grant Hall (GH) | 2//2 | 100% | 72//72 | 100% |
| TOTAL | 154//174 | 89% | 8,525//8,947 | 95% |

There are a variety of different audiovisual (AV) systems in the general-use classrooms ranging from “plug and play” systems, which require an instructor to bring a laptop computer, to systems which include integrated multi-media lecterns, computers and multiple projection screens. 94% of the classrooms have an AV system, which accounts for 97% of the total seats. The breakdown of AV system type can be seen in graphs 3 and 4 below.

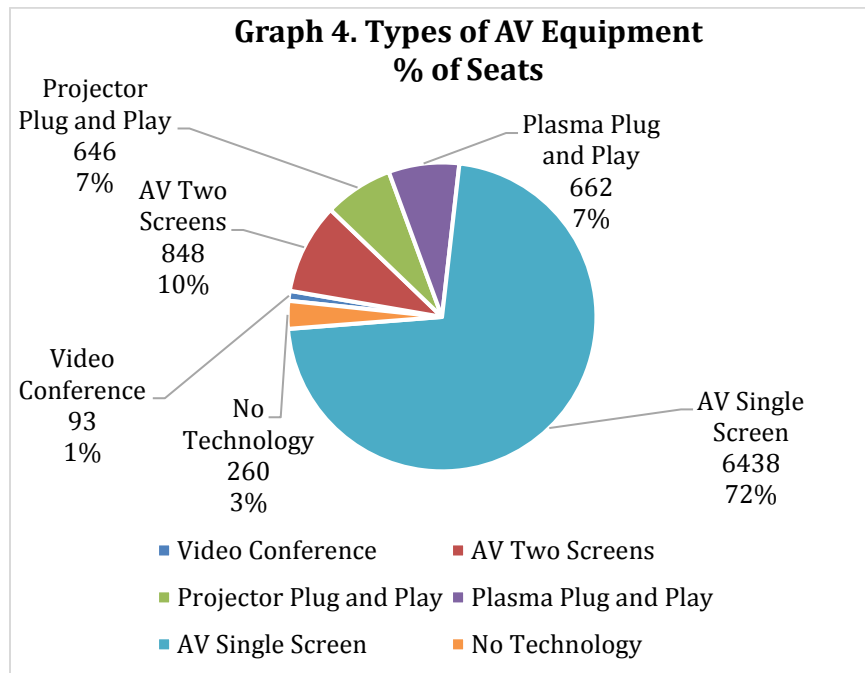
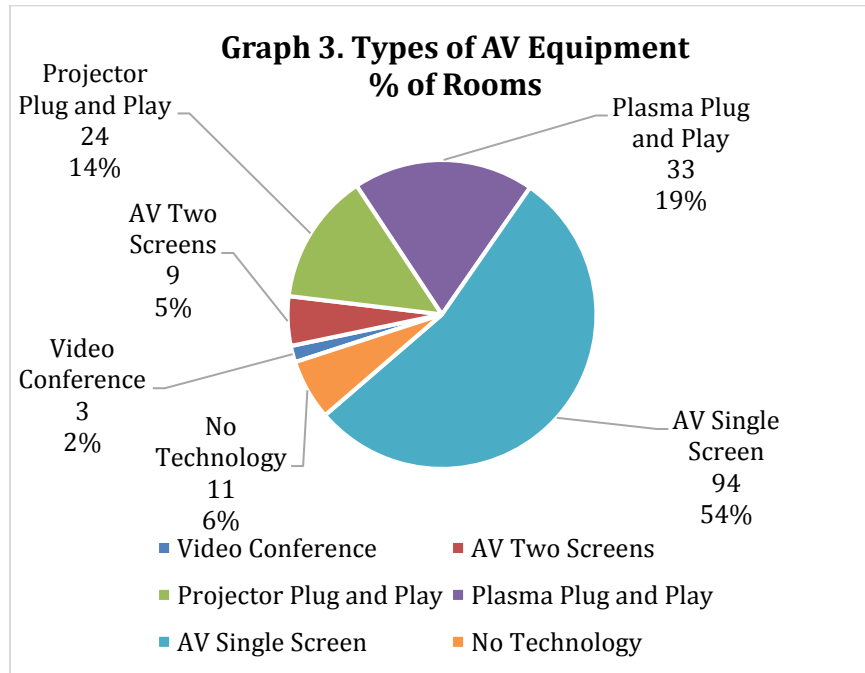


Table 2, below, identifies the number and percentage of AV capable classrooms by building.

It should be noted in this context that classrooms with AV capability often need to be scheduled to meet technology rather than enrollment needs. This requirement often results in a less than ideal use of all available space.

Table 2. AV Capable Classrooms by Building

| Building | AV Classrooms //Total # | % of AV Classrooms | AV Seats //Total # | % of AV Seats |
|------------------------------------|------------------------------------|-------------------------------|-------------------------------|----------------------|
| Behavioral Sciences Building (BSB) | 39//41 | 95% | 1,848//1,874 | 99% |
| Science & Engineering South (SES) | 6//9 | 67% | 932//1,002 | 93% |
| Stevenson Hall (SH) | 27//27 | 100% | 711//711 | 100% |
| Lincoln Hall (LH) | 25//25 | 100% | 655//655 | 100% |
| Burnham Hall (BH) | 10//10 | 100% | 615//615 | 100% |
| Taft Hall (TH) | 21//21 | 100% | 571//571 | 100% |
| Lecture Center A | 7//7 | 100% | 642//642 | 100% |
| Lecture Center B | 1//1 | 100% | 174//174 | 100% |
| Lecture Center C | 4//4 | 100% | 538//538 | 100% |
| Lecture Center D | 4//4 | 100% | 608//608 | 100% |
| Lecture Center E | 1//1 | 100% | 173//173 | 100% |
| Lecture Center F | 4//4 | 100% | 584//584 | 100% |
| ETMSW | 8//8 | 100% | 318//318 | 100% |
| Douglas Hall (DH) | 4//4 | 100% | 246//246 | 100% |
| Addams Hall (AH) | 0//6 | 0% | 0//164 | 0% |
| Grant Hall (GH) | 2//2 | 100% | 72//72 | 100% |
| TOTAL | 163//174 | 94% | 8,687//8,947 | 97% |

In fall 2012, a question on the physical classroom environment was added to the Students for Improvement of Teaching (SIT) evaluation form which is completed by students in each course at the end of the semester. This question asks students to rate their physical classroom environment on a five-part Likert scale. The results have been tracked on a semester-by-semester basis. In fall 2012 the average score for all general-use classrooms was 3.75 out of 5.00. The average rating has been steadily increasing each semester as more classrooms are renovated.

In spring 2016 the average score was 4.07 out of 5.00 as seen in graph 5 below. These SIT scores are evaluated on a building-by-building (as seen in table 3 below) and a room-by-room basis to identify classrooms which consistently score below average. This is one of multiple inputs used to determine the prioritization of classroom renovations.

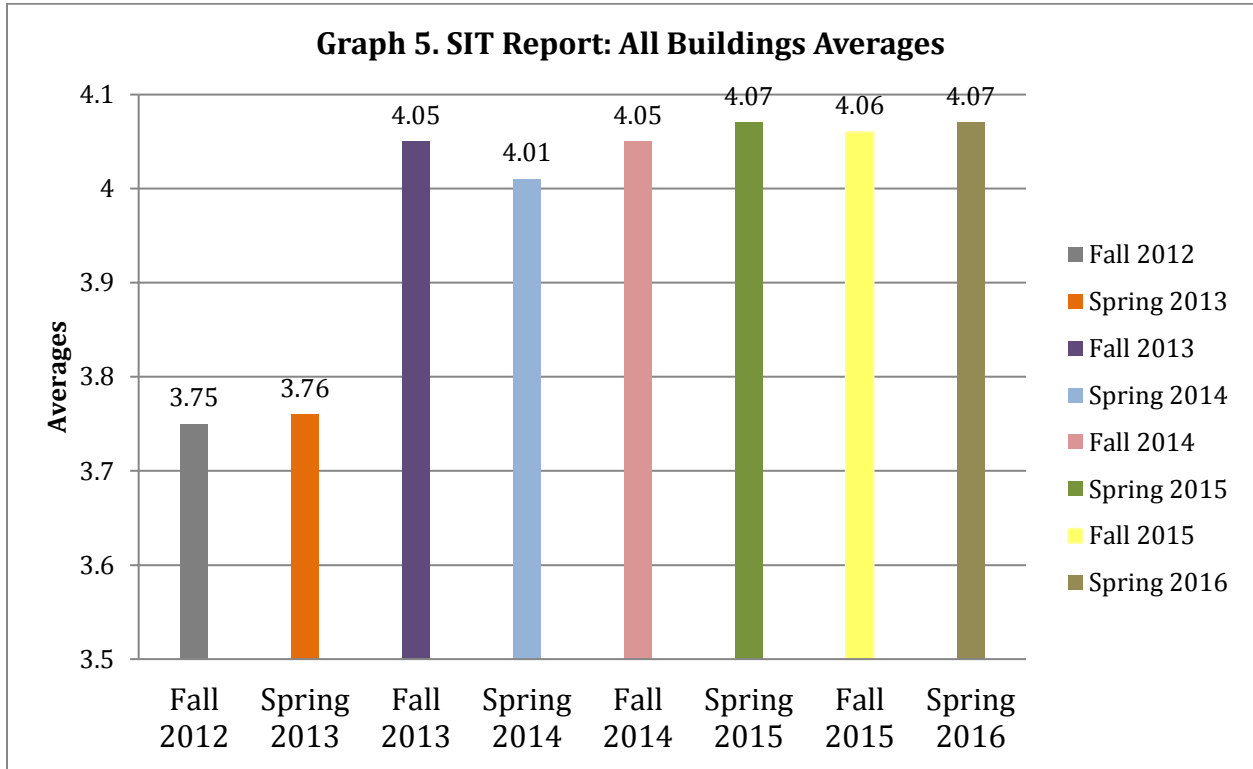


Table 3. Assessment – SIT Results

| | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 |
|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All Buildings | 3.75 | 3.76 | 4.05 | 4.01 | 4.05 | 4.07 | 4.06 | 4.07 |
| BH | 3.51 | 3.48 | 3.76 | 3.98 | 3.95 | 4.07 | 3.88 | 3.99 |
| DH | 4.11 | 4.11 | 4.50 | 4.15 | 4.38 | 4.46 | 4.37 | 4.38 |
| GH | 4.15 | 3.98 | 4.54 | 4.33 | 4.43 | 4.43 | 4.26 | 4.34 |
| LCB | 3.28 | N/A | 4.02 | 3.91 | 3.68 | 3.66 | 3.93 | 3.62 |
| LCE | 3.55 | N/A | 3.61 | 3.80 | 3.82 | 3.61 | 3.56 | 3.86 |
| LH | 4.13 | 4.09 | 4.39 | 4.27 | 4.42 | 4.43 | 4.39 | 4.32 |
| SES | 3.68 | 3.56 | 3.80 | 3.91 | 3.75 | 4.04 | 3.99 | 3.97 |

Recommended Classroom Renovations

To improve UIC's existing classroom stock a number of major renovation projects are recommended. Below is a **prioritized list** of classrooms in need of renovation, a short description of the condition and an approximate project cost for the interior architectural scope of work:

- Lecture Center C: This building includes four large 146-seat classrooms which were renovated approximately 30-years ago and have seating, lighting and mechanical systems that are starting to fail. Approximate renovation cost = \$3M
- Renovation of Burnham Hall 3rd floor classrooms: These six classrooms are long and narrow and have closely spaced fixed seats on a flat floor. The fixed seating limits the pedagogy and the flat floor and shape of the room make it difficult to see. Approximate cost = \$1.75M
- SES 250: This is the largest classroom on campus and one of the most heavily utilized. It has only received minor renovation work in the last ten years and needs major work on acoustics, lighting and seating. Approximate renovation cost = \$2.5M
- BSB 250: This is the second largest classroom on campus. It has only received minor renovation work in the last ten years and needs major work on acoustics, lighting and seating. Approximate cost = \$2.5M
- SES 201: When the Science Learning Center moves to the 3rd floor of SES it is recommended that the backfill space be converted to a 108-120 seat active learning classroom to accommodate large enrollment, introductory Gen Ed courses such as Calculus 1 and 2. Approximate cost = \$0.75M
- Conversion of audio-visual system in 50 classrooms from plug-and-play to integrated multi-media lecterns with a computer. Approximate cost = \$2M
- Lecture Center B and E: these classrooms are in need of new seating and Lecture Center E is in need of new lighting. Approximate cost = \$1M
- BSB 140 and 145: these classrooms are in need of new seating. Approximate cost = \$0.6M

While the above represents a prioritized list of long-deferred classroom renovations and upgrades, the ongoing need for **continual technology upgrades** should be noted. To ensure the most effective use of classroom space and technologies, it is also recommended that faculty be consulted at every stage of classroom renovation and design.

All classrooms should be cleaned regularly and well-maintained.

Historic Loss of Classrooms and Seats

Over the past decades there has been a decline in the total number of general use classrooms and the total number of seats as classrooms were converted to other uses. The total impact can be seen in table 4 below.

Table 4. UIC's General Use Classrooms Converted to Other Uses¹

| Building | Room # | Current Use | # Classroom Seats |
|-----------------|---------------|----------------------------------|--------------------------|
| BSB | 181 | Gender & Sexuality Center | 21 |
| BSB | 183 | Gender & Sexuality Center | 11 |
| BSB | 231 | Anthropology | 21 |
| BSB | 233 | Graduate College ITA | 11 |
| BSB | 235 | Graduate College ITA | 21 |
| BSB | 237 | Graduate College ITA | 11 |
| LC B | B112-112B | Latino Cultural Center | 48 |
| LC E | E112-112C | ACCC – LTS | 48 |
| TH | 101-101D | Asian American Cultural Center | 42 |
| SH | 111 | Arab American Cultural Center | 46 |
| AH | 101-113 | Tutorium in intensive English | 132 |
| AH | 200-209 | African American Cultural Center | 96 |
| TOTAL | | | 508 |

Note:

1. Table 4 does not include the BH classrooms that were converted to Honors College use or the HH and JH classrooms that were converted to CADA use.

There has also been a loss of classrooms and seats due to the purposeful renovation of classrooms. Based on the recommendations of past classroom committees, several smaller classrooms (in the 17-23 seat range) were combined to create larger classrooms (in the 30-36 seat range) since there were an abundance of smaller classrooms and the Scheduling Office demonstrated a need for larger classrooms. And when a classroom undergoes a moderate to major renovation there is often a reduction of seats due to the requirements of applicable building and accessibility codes. These codes require a greater square footage per student than was allocated by the codes which governed in the 1960s when the east campus was originally built.

Future Classroom Space Needs

UIC is planning to increase its enrollment by 5,000 students over the next ten years and the Strategic Enrollment Committee has identified target enrollments by program and college to achieve this target. The information from this committee was provided to the master plan working group, which was charged with evaluating UIC current space capacity and future space needs.

A detailed space capacity model was developed which analyzed UIC’s existing classroom stock, target classroom utilization rates and anticipated future course needs. The data from the model was analyzed in order to identify the projected size and quantity of classrooms to accommodate 5,000 additional students as seen in tables 4A and 4B below. The space capacity model, data, and projected classroom needs were then independently corroborated by a professional service consultant.

Table 4A. Current Utilization of General-Use Classrooms

| Table 4A Current Utilization of General-Use Classrooms (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------|------------------------|--------------------------|------------------------|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------------|---------------------|------------------------------------|----------------------------------|------------------------------|--------------|------|-----|----|----|
| Class Size (Seats) | Total # of Rooms | Room Adjustment | | | Recategorization of Classrooms to Accommodate Demand from Smaller Sections ² | | | | | | | | | | | | | | | Total Adjustments | Adjusted # of Rooms | Actual Enrollments ¹ | | | | | | | |
| | | Stevenson Hall Offline | New S. Campus Classrooms | New Classroom Building | Distribute Demand for Classrooms by Filling Demand for Small Classrooms into Slightly Larger Classrooms | | | | | | | | | | | | | | | | | Number of Sections (Fall Semester) | Current Distribution of Sections | Weekly Hours (Fall Semester) | | | | | |
| 0-17 | 10 | | | | 5.31 | 11 | 2 | | | | | | | | | | | | | | 18.4 | 28.40 | 422 | 17% | 893 | | | | |
| 18-23 | 38 | -14 | | | -5.3 | | | | | | | | | | | | | | | | (19.3) | 18.69 | 329 | 13% | 655 | | | | |
| 24-29 | 37 | -8 | | | | | | 10 | 4 | | | | | | | | | | | | 6.5 | 43.46 | 704 | 29% | 1,347 | | | | |
| 30-35 | 10 | -1 | 5 | 2 | | | -2 | | | 1 | 0 | | | | | | | | | | 5.2 | 15.18 | 269 | 11% | 521 | | | | |
| 36-41 | 19 | | | | | -11 | | | | | | | | | | | | | | | (11.1) | 7.90 | 130 | 5% | 232 | | | | |
| 42-47 | 20 | -4 | | | | | -10 | | | | | | | | | | | | | | (14.4) | 5.61 | 92 | 4% | 162 | | | | |
| 48-53 | 9 | | | | | | | -4 | -1 | | | | | | | | | | | | (4.8) | 4.19 | 64 | 3% | 135 | | | | |
| 54-59 | 0 | | | | | | | | | 3.2 | 2.3 | 0.2 | | | | | | | | | 5.7 | 5.72 | 69 | 3% | 170 | | | | |
| 60-65 | 2 | | | | | | | | | | | | 1 | | | | | | | | 1.0 | 2.98 | 34 | 1% | 85 | | | | |
| 66-71 | 5 | | | | | | | | | -0 | -3.2 | | | | | | | | | | (3.7) | 1.34 | 19 | 1% | 42 | | | | |
| 72-77 | 3 | | | 2 | | | | | | | | -0.2 | -1 | | | | | | | | 0.9 | 3.85 | 39 | 2% | 85 | | | | |
| 78-83 | 2 | | 2 | | | | | | | | -2.3 | | | | | | | | | | (0.3) | 1.69 | 18 | 1% | 50 | | | | |
| 84-89 | 0 | | | | | | | | | | | | | | | | | | | | 1.8 | 1.80 | 23 | 1% | 52 | | | | |
| 90-99 | 1 | | | | | | | | | | | | | | | | | | | | 1.55 | 2.55 | 30 | 1% | 73 | | | | |
| 100-124 | 1 | | | | | | | | | | | | | | | | | | | | 2 | 0.5 | 2.5 | 3.51 | 47 | 2% | 106 | | |
| 125-149 | 9 | | | | | | | | | | | | | | | | | | | | -5.39 | 2.5 | 3.61 | 40 | 2% | 105 | | | |
| 150-174 | 6 | | | | | | | | | | | | | | | | | | | | -0.5 | -1 | 4.49 | 39 | 2% | 106 | | | |
| 175-199 | 0 | | | 2 | | | | | | | | | | | | | | | | | 1 | 0.25 | -0.76 | 0.76 | 3.3 | 3.25 | 36 | 1% | 96 |
| 200-224 | 0 | | | | | | | | | | | | | | | | | | | | | 0.76 | 0.01 | 8 | 0% | 21 | | | |
| 225-249 | 1 | | | | | | | | | | | | | | | | | | | | -0.25 | | 0.750 | 11 | 0% | 22 | | | |
| 250-299 | 0 | | | 1 | | | | | | | | | | | | | | | | | | | -0.77 | 0.48 | 8 | 0% | 20 | | |
| 300-349 | 0 | | | | | | | | | | | | | | | | | | | | | | 1.027 | 1.027 | 12 | 0% | 30 | | |
| 350-399 | 1 | | | | | | | | | | | | | | | | | | | | | -0.48 | 0.02 | (0.5) | 0.540 | 5 | 0% | 15 | |
| 400-449 | 1 | | | | | | | | | | | | | | | | | | | | | | -0.523 | (0.5) | 0.477 | 3 | 0% | 7 | |
| 450-499 | 1 | | | | | | | | | | | | | | | | | | | | | | -0.524 | (0.5) | 0.476 | 3 | 0% | 8 | |
| Total | 176 | (27) | 7 | 7 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | (13) | 163 | 2,454 | 100% | 5,033 | | | | |

Table 4B. Projected Utilization and Demand for General-Use Classrooms

| Table 4B Projected Utilization and Demand for General-Use Classrooms | | | | | | | | | | | |
|---|------------|-----------------------------------|--------------|------------|--------------|------------|-----------------------------------|--------------|------------|-----------------------------------|--------------|
| Class Size (Seats) | FY16 | | | FY17 | | FY24 | | | FY26 | | |
| | % Utilized | Hours of Instruction per Semester | Rooms Needed | % Utilized | Rooms Needed | % Utilized | Hours of Instruction per Semester | Rooms Needed | % Utilized | Hours of Instruction per Semester | Rooms Needed |
| 0-17 | 63% | 893 | - | 63% | 900 | 68% | 965 | - | 71% | 1,008 | - |
| 18-23 | 70% | 655 | - | 70% | 656 | 71% | 662 | - | 71% | 663 | - |
| 24-29 | 62% | 1,347 | - | 62% | 1,353 | 69% | 1,501 | - | 71% | 1,542 | - |
| 30-35 | 69% | 521 | - | 69% | 522 | 70% | 535 | - | 71% | 538 | - |
| 36-41 | 59% | 232 | - | 60% | 236 | 68% | 270 | - | 71% | 280 | - |
| 42-47 | 58% | 162 | - | 59% | 165 | 68% | 191 | - | 71% | 199 | - |
| 48-53 | 64% | 135 | - | 65% | 136 | 70% | 146 | - | 71% | 149 | - |
| 54-59 | 59% | 170 | - | 60% | 173 | 69% | 196 | - | 71% | 203 | - |
| 60-65 | 57% | 85 | - | 58% | 87 | 68% | 101 | - | 71% | 105 | - |
| 66-71 | 63% | 42 | - | 63% | 43 | 69% | 46 | - | 71% | 47 | - |
| 72-77 | 44% | 85 | - | 45% | 86 | 51% | 97 | - | 52% | 100 | - |
| 78-83 | 59% | 50 | - | 60% | 51 | 68% | 58 | - | 71% | 60 | - |
| 84-89 | 57% | 52 | - | 59% | 53 | 68% | 61 | - | 71% | 64 | - |
| 90-99 | 57% | 73 | - | 58% | 74 | 68% | 87 | - | 71% | 90 | - |
| 100-124 | 60% | 106 | - | 61% | 108 | 69% | 121 | - | 71% | 124 | - |
| 125-149 | 58% | 105 | - | 59% | 107 | 68% | 123 | - | 71% | 128 | - |
| 150-174 | 47% | 106 | - | 48% | 108 | 53% | 120 | - | 55% | 123 | - |
| 175-199 | 59% | 96 | - | 60% | 98 | 69% | 111 | - | 71.0% | 115 | - |
| 200-224 | 55% | 21 | - | 56% | 22 | 67% | 26 | - | 70.3% | 27 | - |
| 225-249 | 59% | 22 | - | 60% | 22 | 68% | 26 | - | 70.9% | 27 | - |
| 250-299 | 56% | 20 | - | 58% | 20 | 67% | 24 | - | 70.2% | 25 | - |
| 300-349 | 58% | 30 | - | 60% | 31 | 68% | 35 | - | 71.0% | 36 | - |
| 350-399 | 56% | 15 | - | 57% | 15 | 67% | 18 | - | 70.3% | 19 | - |
| 400-449 | 29% | 7 | - | 30% | 7 | 33% | 8 | - | 33.6% | 8 | - |
| 450-499 | 34% | 8 | - | 34% | 8 | 40% | 10 | - | 42.2% | 10 | - |
| Avg/Tot | 56% | 5,033 | - | 57% | 5,082 | 65% | 5,538 | - | 67% | 5,692 | - |

To accurately predict future classroom needs, the space capacity model took into account future changes to UIC’s general-use classroom stock, including the addition of seven new classrooms in Thomas Beckham Hall on south campus in fall 2017 and the future loss of the small to medium sized classrooms in Stevenson Hall in winter 2020, when the building is targeted for demolition. As seen in tables 4A and 4B above, the model identified the additional number and size of classrooms needed to accommodate 5,000 additional students which in turn became the space program for a new classroom building. This new classroom building will be realized as part of the new P3 Live-Learn building, which is scheduled to open in fall 2019.

Design of Future Classroom Projects

To design future classrooms which will accommodate active learning pedagogies linked to student success and meet faculty and student needs, the campus conducted a seven-month-long engagement process. This process was co-led by external professional service consultants (architects and engineers) and an internal working group which included participants from the three largest east campus colleges (LAS, Business and Engineering), TLC master teaching scholars/professors and Undergraduate Student Government leaders.

The broader campus community was engaged in the process through a number of different events which were specifically organized to gather stakeholder input. Participants included approximately 100 tenured and tenure-track faculty, department heads, Teaching and Learning Center staff and student leaders. The events included the following:

- Three All-Campus Workshops
- Meeting with Undergraduate Student Government
- Meeting with Honors College Student Advisory Board
- Student Focus Group
- TLC Teaching Conversation
- Faculty Affairs Administrator Brown Bag Session

Key steps in the process included creating a mission statement and project goals, visioning, conducting a gap analysis, space programming, analyzing the existing Stevenson Hall, analyzing three potential building sites, developing floor plans and conceptual designs of the building exterior and interior.

The end result of this comprehensive process was a final conceptual design report that was unanimously approved by the working group and which is now being used to guide the design of the academic space in the new P3 Live-Learn building.

As outlined in the final report, it is recommended that future classrooms be renovated to support active learning pedagogies. To make effective use of the new learning spaces, faculty members will need to be supported in their transition from passive to active learning pedagogies, which may include assistance from a teaching and learning center with instructional design and instructional technologies.

Offering Courses in Non-Classroom Buildings

Two of the tallest buildings on east campus, University Hall (UH) and the Science and Engineering Offices (SEO), house a large number of faculty and administrative offices, but also typically include one conference room per floor. These conference rooms are used for administrative meetings and in general are underutilized. If these spaces could be utilized for smaller enrollment courses it would help extend UIC's physical classroom stock and offer classrooms immediately next to faculty offices.

Past analyses dictated that courses should not be scheduled in the conference rooms in UH and SEO. However, upon further investigation by the Environmental Health and Safety Office (EHSO), it has become clear that these spaces could be used for scheduled courses as long as the occupancy limit complies with applicable building codes. EHSO would need to review each conference room space and set the maximum capacity. This capacity could then be used as the maximum enrollment capacity for courses.

Scheduling for these rooms would remain under the control of individual units, who would determine what courses might be held in those spaces and report accordingly to Classroom Scheduling. While these rooms would not, then, revert to the general pool of available space, the scheduling of courses in these underutilized conference rooms in UH and SEO could help stretch UIC's physical classroom capacity and allow for increased course offerings and enrollment.

Part III: Second Start

The Second Start Subcommittee recommends that UIC does not pursue this option at this time.

Charge

In the charge for the Classroom Scheduling Committee, Provost Poser asked us to explore the concept of scheduling undergraduate instruction in the second half of the 16-week term. A subcommittee was set up to explore this particular scheduling option.

Subcommittee membership:

- Robert Dixon, Registrar, Co-Chair; (robd@uic.edu)
- Tom Moss, Associate Vice Provost for Undergraduate Affairs, Co-Chair; (tommos@uic.edu)
- Mark Bennett, Director First Year Writing Program; ([mbenne2@uic.edu](mailto:m benne2@uic.edu))
- David Hilbert, Professor of Philosophy; (hilbert@uic.edu)
- Anna Pasillas-Santoyo, Associate Director, Institutional Research; (apasil2@uic.edu)
- William Vavrin, Student Government Association (wvavri2@uic.edu)

Rationale

It was hoped that adopting a more expansive Part B schedule might address two primary concerns:

- Late-starting courses could offer students who were struggling in 16-week courses *alternative* courses to take during the Part B of the semester. In this scenario, primary offerings would include popular general education courses.
- Later-starting courses could offer students who were struggling in 16-week courses (such as chemistry and math) a remedial option of the *same* course. This “second chance” might also include a “lab” or “tutorial” section, similar to corequisite courses in writing and math.

The subcommittee expressed a number of concerns about each of these models. Concerns were expressed that the shortened timeframe would require students who were already struggling and under stress to keep up with an accelerated course starting at the time of midterms in other courses. The group also raised concerns about the feasibility of students scheduling a compressed 8-week term course while already having registrations at play for courses within the 16-week term. Such courses would most likely have to be offered later in the afternoon or evening to accommodate the most students. Finally, departments might be reluctant to hire instructors when there was no guaranteed enrollment for the 8-week part of term course.

In order to gauge the receptivity of this concept within the general UIC instructional scheduling audience, a survey was sent to 146 significant classroom scheduling staff or other department heads involved in classroom scheduling.

Of that group of 146 there were 9 responses. The responses on the whole were negative in regard to adopting a second 8-week part of term. When asked about general interest in using the 2nd 8-week term for instruction, the majority of responses (8/9) were negative or ambivalent. Only one respondent thought it was a good idea.

Within the responses there were a number of interesting comments in the free-form text allowing for thoughts to be shared regarding a second 8-week start of term. Listed below are sample responses:

- “For our department it would be confusing for the faculty, staff, and students. The class scheduling, student advising, and room reservations would be a nightmare. This would be compounded if the class had a laboratory component.”
- “I’m primarily worried about staffing and enrolling these courses but I’m also troubled by the idea that this would give failing students a second chance. I’m skeptical that the student was having so much trouble in a regular 16 week class that they need to withdraw from it, could succeed in the same class at twice the speed.”
- “A great way for students to recapture credit if they withdrew from a course but given many characteristics of our student populations, (for example, commuters, work schedules, family obligations), I’m not sure if the interest or enrollment would make the offerings worthwhile either logistically or financially.”
- “Having taught an intensive summer course, meeting daily but for a relatively short period of time, I can say that the course was embraced by students who would not have been able to enroll in a normal length course.”
- “We currently offer two courses in the second 8 week session and students seem to like it. This is a similar schedule to the summer session two which is eight weeks. We have many students who take a summer course to get through the program quicker.”

In summary, of the nine responses only one was favorable. The one favorable respondent offered reasons that were not endorsed by any of the other respondents.

Considering that we would be concurrently asking instructors to adapt to a new scheduling model, and considering that change is likely to create some disruption, we do not recommend pursuing a late-starting schedule of courses at this time. We note that this recommendation does not preclude any department

from offering such a course on its own, but rather that we do not advise a campus-wide initiative to promote such an offering at this time.

Finally, if there are specific needs related to international intensive-language instructional groups who wish to start later in the fall, Classroom Scheduling and the Registrar could accommodate those groups ad hoc.

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