

University of Washington
Faculty Council on Teaching and Learning

March 3rd, 2016

10:30am - noon

Gerberding 26

Meeting Synopsis:

1. Call to order
 2. Review of the minutes from February 4th, 2016
 3. Learning spaces policy (Bruce Balick)
 4. Subcommittee reports
 5.
 - a) Online Learning
 - b) other subcommittee reports
 6. Good of the order
 7. Adjourn
-

1) Call to order

Wilkes called the meeting to order at 10:30 a.m.

2) Review of the minutes from February 4th, 2016

The minutes from February 4th, 2016 were approved as written.

3) Subcommittee reports

a) Online Learning

Wilkes explained he conducted a survey in his own department (Physics) to test faculty's use of Canvas features within their courses (Exhibit 1). He clarified that prior council discussions have surfaced the fact that many faculty do not know what resources are available if they do not understand how to use Canvas tools. It was noted some UW-IT workshops are intermittently available on the use of these tools, though it is difficult to get faculty to attend these. Wilkes explained after question that the Physics department does not hold Canvas workshops. He noted he asked faculty at the end of this survey for any changes in Canvas tools or new features they would recommend, and received a series of feedback. Council members noted there are some work arounds for the problems of missing functionality faculty had noted, such as extending the date of a course in Canvas, or through the creation of a "sandbox." It was noted the fact that faculty must troubleshoot to achieve their desired functionality is the reason why there is confusion. Wilkes noted he plans to forward the comments from his department to Tom Lewis (Director, Academic & Collaborative Applications, UW-IT).

b) other subcommittee reports

McGough explained the Subcommittee on Teaching Effectiveness has developed an extensive list of UW Seattle campus resources for faculty members and teaching, and the subcommittee plans to transmit the list into a google document to be shared with the council. They are looking for what is available campus-wide, meeting also with Tom Lewis and his colleagues from UW-IT.

Alcantara noted the Subcommittee on Teaching Evaluations desires to merge with the Subcommittee on Teaching Effectiveness given identified synergies between the two groups. He noted the subcommittee's charge for this academic year was to look into peer evaluations. Alcantara noted he has gathered data on what faculty are using to design peer evaluation templates, and he will be comparing and contrasting these. He explained he will likely present on this in the May meeting.

4) Learning spaces policy (Bruce Balick)

Bruce Balick (Professor, Astronomy) and Phil Reid (Associate Vice Provost, UW-IT Academic Services) were present to update the council on the work of the Learning Spaces Governance Committee. They projected a document and several slides as part of their presentation (Exhibit 2) (Exhibit 3). Balick explained the committee was charged by the Provost to look at current uses of classroom space, specifically regarding general assignment classroom-use at the UW. He noted the Learning Spaces Governance Committee has finalized a set of recommendations for changes to university scheduling policy in order to respond to the ongoing shortage of general assignment classrooms. He read the recommendations to the council:

1. Implement a phased transition to a forced-distribution model (FDM) that will result in sections being evenly spread out across a ten-hour instructional day (8:30-6:20 p.m.).
2. Adopt block scheduling times during prime teaching hours that optimize classroom utilization and normalize day/time combinations in the Time Schedule.
3. Annual scheduling of large classes (more than 250 seats) to enhance schedule predictability.
4. Adopt a set of best practices at all levels to help ensure the various units and constituencies responsible for developing the university's quarterly Time Schedule are working cooperatively toward a quarterly schedule that works for both students and faculty.

Balick explained the plan is that these policies be enacted in fall 2017 beginning with a "soft" rollout. He noted a full immediate implementation of all policies in their entirety would be very disruptive to the campus community, and so full implementation is expected in 2019.

He explained the most popular (peak) time window for scheduling courses at UW is 9:30-2:30 p.m., and there are not enough large general assignments classrooms to fill the high number of requests during these times. For this reason, block scheduling will be implemented for peak hours, incorporating a specific prioritization method which sets 50-minute, 80-minute, and 110-minute courses as a first scheduling priority, courses that meet once or twice a week as second priority, and other prime time requests as third priority. He noted for courses beginning after 2:30 p.m., block scheduling is optional. For the first two years during implementation, Balick noted the committee is recommending that no more than 12% of an academic unit's general-assignment-room classes may begin in any given instructional hour. This policy may be heightened to no more than 10% after 2019. Balick explained the recommendations also include a set of "best practices" (included in Exhibit 1). Balick reminded the council that the above policies only apply to general assignment classrooms, and not those "owned" by departments.

Council feedback

After question, Balick explained that an appeal process for denied scheduling requests, or a process to hear severe departmental pedagogical concerns may be set up with the FCTL as a main venue to hear those concerns and also as the primary arbitrating body in the appeal process. He noted for this reason, the Office of the Registrar should be included with ex-officio membership on the council.

A member questioned if departmental scheduling of courses (not for general assignment rooms) is being addressed, as there are known room shortages in departments, as well. Balick explained these are not assigned by the university at-large (through the Registrar's Office) and so are not included.

It was noted after question that the School of Medicine is not included in the proposal because of the severity and complexity of the scheduling problems in that school. Balick explained the Office of the Registrar does work with School of Medicine on their scheduling.

A member asked which day of the week is the least popular for instruction. Reid explained Fridays to be the least-utilized day of the week.

Wilkes explained the revision of university scheduling policies will exhibit to the Washington State Legislature that the UW is attempting to remedy its capacity issues without heightened state support. He asked if there was any plan to approach the legislature with the scheduling issues, given this evidence, sooner rather than later. Balick explained the question would be better addressed by the Senate Committee on Planning and Budgeting (SCPB) in consultation with the Faculty Legislative Representative (FLR).

Wilkes noted the Office of the Registrar will have greatly increased responsibilities after being charged with the organization of varied block scheduling patterns for an array of units. He noted the office would benefit from updated or new equipment/systems to manage the task, as the current system is outdated.

After question, Balick explained that information on these new policies have been disseminated to department chairs and to various committees for feedback, though, nearly all students and the greater campus community are unaware of the proposed changes. He explained Provost Baldasty has not yet made a university-wide announcement, given that the policies have not yet been totally finalized.

Wilkes proposed that all unit/departmental course schedulers be organized into groups, to meet together and discuss the needs of their constituents before scheduling requests are made to the Registrar. This was agreed to be a good idea by members and guests, and Balick explained he would include this in the final report to the Provost.

Balick explained he is meeting with the SCPB in the coming week, and the final report of the Learning Spaces Governance Committee will be sent to the Provost thereafter. He thanked the FCTL for offering feedback throughout the development process.

The council thanked Balick and Reid for the update.

5) Good of the order

Taylor (president's designee) noted he would like to speak at a future FCTL meeting regarding the coming September 30th Husky football game, as the last year's premier fall football game caused some tension with faculty and others, given the large crowd that the event attracts, and other reasons. He noted he would provide more information in a future meeting.

6) Adjourn

Wilkes adjourned the meeting at 12:00 p.m.

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

Present: **Faculty:** Ellen McGough, Jennifer Taggart, Dan Turner, Jeff Wilkes (chair),
Brenda Zierler, Timea Tihanyi, Kathleen Peterson
Ex-officio reps: Terry Ann Jankowski, Eldridge Alcantara
President's designee: Ed Taylor
Guests: Bruce Balick, Phil Reid, Nana Lowell, Rovy Branon, Christine Sugatan,
Beth Kalikoff,

Absent: **Faculty:** David Masuda, Jaime Olavarria, Jan Spyridakis, Kimberlee Gillis-Bridges,
Fred Bookstein
Ex-officio reps: Deci Evans

Exhibits

Exhibit 1 - opentextbookJWreport160204_fctl_winter2016

Exhibit 2 - Learning_spaces_policy-OUR+BB_draft.pdf

Exhibit 3 - balick_recommendations.jpg

Open Textbook Workshop
Jan 20, 2016
OUGL Library

J. Wilkes

Report to FCTL, 2/4/16

Open e-textbook initiative

“...According to the Scholarly Publishing and Academic Resources Coalition (SPARC), [textbook prices](#) rose 82% between 2003 and 2013, considerably more than the inflation rate during that period. Many students report that they do not buy some textbooks because of the cost. Given the potential impact that affordable textbooks could have on student academic success, I encourage you to participate in an upcoming workshop designed to explore the [Open Educational Resources](#) (OER) landscape.

... OER, produced by faculty and made available under an open Creative Commons license, can help address at least one aspect of rising costs.”

-- Gerald J. Baldasty

- Goal: reduce textbook cost burden on students
- “Open” means accessible, not necessarily free
 - Authors provide “open Creative Commons license”
 - Allows modification or enhancement by instructors, free online access by students
 - Print copies may be available at production cost
 - Vendors may offer supplementary materials (homework, guides)

Open e-textbook workshop @ OUGL, Jan 20



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Center for Open Education

Speaker: David Ernst from U. Minn

- Umbrella organization: SPARC (Scholarly Publishing and Academic Resources Coalition)
 - “works to enable open sharing of research outputs and educational materials”
 - **Open Educational Resources (OER)**: teaching, learning, and research resources that are free of cost and access barriers, and which also carry legal permission for open use.
 - Typically, access via [Creative Commons licenses](#) which allows anyone to freely use, adapt and share the resource—anytime, anywhere.
 - “5 R’s”: users are free to [Retain, Reuse, Revise, Remix and Redistribute](#) these educational materials.

LIBRARY

A source of [openly licensed textbooks](#) available for anyone to download and use for free.

Examples of e-texts available open.umn.edu/opentextbooks/

Concepts of Biology

Multiple Authors, Openstax College

Concepts of Biology is designed for the introductory biology course for nonmajors taught at most two- and four-year colleges. The scope, sequence, and level of the program are designed to match typical course syllabi in the market. Concepts of Biology includes interesting applications, features a rich art program, and conveys the major themes of biology.



[Read more >](#)

(12 reviews)

Fundamentals of Electrical Engineering I

Don Johnson, Rice University

The course focuses on the creation, manipulation, transmission, and reception of information by electronic means. Elementary signal theory; time- and frequency-domain analysis; Sampling Theorem. Digital information theory; digital transmission of analog signals; error-correcting codes.

[Read more >](#)

(0 reviews)

Introduction to Physical Oceanography

Dr. Robert H. Stewart, Texas A&M University

College Physics

Multiple Authors, Openstax College

This introductory, algebra-based, two-semester college physics book is grounded with real-world examples, illustrations, and explanations to help students grasp key, fundamental physics concepts. This online, fully editable and customizable title includes learning objectives, concept questions, links to labs and simulations, and ample practice opportunities to solve traditional physics application problems.



[Read more >](#)

(7 reviews)

Introductory Chemistry

David W. Ball, Cleveland State University

David W. Ball of Cleveland State University brings his new survey of general chemistry text, Introductory Chemistry, to the market with a fresh theme that will be sure to hold student interest: "Chemistry is Everywhere." Introductory Chemistry is intended for a one-semester introductory or preparatory chemistry course. Throughout the chapters, David presents two features that reinforce the theme of the textbook, that chemistry is everywhere.



[Read more >](#)

(6 reviews)

Essentials of Geographic Information Systems

Jonathan Campbell, UCLA

Michael Shin, UCLA

Btw: What's *Openstax College* ?

“OpenStax College is a nonprofit organization committed to improving student access to quality learning materials. Our free textbooks are developed and peer-reviewed by educators to ensure they are readable, accurate, and meet the scope and sequence requirements of your course.

OpenStax College is an initiative of Rice University and is made possible through the generous support of several philanthropic foundations*.”

** from B&M Gates, W&F Hewlett foundations, among others*

“Build the Perfect Book ... textbooks are hosted on OpenStax CNX and can be customized by you to fit your classroom needs.”













“Our partners provide high-quality print versions at low cost, online homework resources, online assessments, and online tutorials. Our goal is to link you and your students to resources designed to improve learning and to work with partners to lower costs to students.”

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	SA
	 Non-Commercial Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.
	NC

Contributed books

“All books in the Open Textbook Library:

- Must have an [open license](#)
- Must be a complete textbook (no chapters or partial textbooks)
- Must be available as a portable file (e.g. PDF, ePub)
- Must be currently in use at multiple higher education institutions, or affiliated with a higher education institution, scholarly society, or professional organization.

Reviews in the Open Textbook Library are by faculty around the country, collected to provide faculty evaluations for faculty, by faculty.”

<http://open.umn.edu/opentextbooks/Ourbooks.aspx>

Issue: peer reviews

- Key to OER concept is how to provide **assurance of quality**
- Basis: **volunteer peer review** of contributed textbooks
- Rubric within submission form provides framework for reviewers:
 1. **Comprehensiveness**
 2. **Content Accuracy**
 3. **Relevance Longevity**
 4. **Clarity**
 5. **Consistency**
 6. **Modularity**
 7. **Organization Structure Flow**
 8. **Grammatical Errors**
 9. **Cultural Relevance**
- Problem: not enough reviews submitted, no subject-expert “editorial board” to vet reviewers
 - Many books have NO reviews to date
 - Reviews may be cursory and uncritical
 - Found only one book in natural sciences section that has less than a 4 stars rating

Possible initiative for FCTL

- Should we weigh in on this initiative?
- Perhaps memo/advisory to Senate about opportunities for faculty to participate in OER?
 - My opinion, FWIW:
 - More books by UW faculty on Openstax (et al) = good for UW
 - Need more expert reviewer participation to make OERs “safe” to adopt for UW classes

DRAFT 2/29/16: BB

Executive Summary

The Learning Spaces Governance Committee is recommending the following policies be enacted at the University of Washington, effective AUT/2017:

1. A phased transition to a forced-distribution model that will result in sections being evenly spread out across the instructional day.
2. Adoption of block scheduling times to normalize day/time combinations in the Time Schedule.
3. Annual scheduling of large classes to enhance schedule predictability.
4. Adoption of best practices at all levels to help ensure the various units and constituencies responsible for developing the University's quarterly Time Schedule are working cooperatively toward a quarterly schedule that works as well as possible for both students and faculty.

Background

One of the primary missions of the University of Washington is the education of its undergraduates. We achieve this in various ways, the most common of which is the traditional mode of courses scheduled in classrooms. The scheduling of classes has become progressively more difficult for both departments and the central administrative unit (Office of the Registrar) as the University grows both in population and in number of sections offered. For example, in autumn 2015 approximately 800 of 4000 requests for classrooms could not be honored at the time of request. Nearly all were eventually scheduled, though in some cases the final assignment occurred within days of the start of the course's academic quarter. Obviously the last-minute assignment of classrooms is disruptive and frustrating for students and instructors, especially since in many instances it can only be accomplished by changing the meeting days and times. However, it is becoming a more frequent practice.

The direct cause of the underlying problem is the inadequate inventory of rooms. There are no longer enough classrooms of appropriate size to continue the standard practice of scheduling class at popular times of the day, 9:30 to 2:20. At the same time, the Registrar's Office often engages in a frantic and time-consuming effort—often unsuccessful and sometimes stressful—to meet conflicting demands. The Registrar's Office is caught in the middle with few policy tools or transparent processes to design a firm academic schedule well in advance of student registration each quarter.

The impacts of the present ineffective classroom assignment process spread far and wide. They fall on students who cannot enroll in or plan for future courses, faculty who cannot arrange schedules that provide predictable times for their scholarship and other responsibilities, on staff who are expected to provide for the classroom resources needed for the normal functioning of the academy, and anyone with jobs to support their education or with responsibility for childcare or eldercare. Moreover, the Registrar's Office loses the confidence of its clients, not to mention the time wasted in seemingly endless travail. There are no winners.

DRAFT 2/29/16: BB

Implementation Goals

The planning of the Classroom Governance Committee has been built around a goal of increasing the number of hours per day when classes can be scheduled and formulating the necessary policy tools to make this workable. We have worked closely with many parts of the University academic community and the Registrar's Office to develop tools to support the implementation of effective and expeditious classroom assignments. We also recommend the implementation of a clear and simple block-scheduling policy that makes highly effective use of classrooms during prime hours. These solutions are woven throughout our recommendations. However, they will not be popular, as changes in the cadence of life rarely are. Other academic activities, such as departmental meetings and colloquia, may face dislocation. Finally, as the city grows and the University community spreads outward, commuting and the challenges of off-campus childcare become increasingly difficult. Thus we can expect pushback as changes are implemented that cannot be addressed by policy.

Moreover, The Registrar's Office needs simplified tools so that they can prepare class schedules far enough in advance for students to plan the full suite of their quarterly activities. Accordingly, an important goal for the Registrar is to fix room assignments for nearly all (~95%) classes and to post the results within three weeks before class registration opens for students.

Long experience shows that the resources that support classes in large rooms (≥ 250 seats) are sufficiently predictable that the assignment of large classrooms can be prepared and published annually rather than quarterly.

Crafting Recommendations

The committee considered the impacts of a recommended model (supplied to the Provost earlier) that is expected to greatly alleviate the problems of scheduling courses. The model is the "fixed distribution model" ("FDM") in which each department must distribute its room request evenly in every class hour within a ten-hour teaching window (8:30, 9:30 . . . 5:30). Such a practice is simple, fair, reasonably predictive (provided that pressures for available classrooms do not increase), and relatively easy for the Registrar to enforce. We note that such policies have been adopted at UCLA, USC, and elsewhere.

The 10-hour teaching day (8:30, 9:30 . . . 5:30), has been the baseline for policy design purposes. This is the most central of the policy recommendations presented in the next section. Other recommendations of best practices are secondary and supplementary.

Fixed policy is the yin to the yang of flexibility as the needs and aspirations of students at the University evolve. While good policy is strategic and inherently robust, it is also rigid and best imposed gently and sparingly. It is highly desirable to establish a set of supplementary good tactical scheduling practices that support and complement new policies. We believe that class scheduling can begin to develop into a collaborative village exercise provided that policies and good practices are clearly written and promulgated to all parties. Once the lines of authority and responsibility are clear then anyone can understand how to find their way through the complex scheduling process with minimal disruption and angst.

DRAFT 2/29/16: BB

Proposed New Classroom Scheduling Policies

1. *Open the classroom scheduling window by adopting a forced-distribution model (FDM).* Because transitioning to FDM will be disruptive, and may take some time for individual departments and programs to adapt to, we are recommending a staggered approach to FDM adoption: in the first two years, we recommend that units be restricted to no more than 12% of their general-assignment-room classes starting in any given instructional hour, beginning with autumn 2017. This provides departments with a transition period for making adjustments to the new paradigm and assessing the impacts on student enrollment and faculty/staff scholarship. The Registrar will have time to formulate mid-course corrections before final policy is fully operational. If still required, the University will implement a more restrictive FDM in year 3 (i.e., Autumn 2019) where no more than 10% of a unit's general-assignment-room classes may begin in any given instructional hour as averaged over a year).

Departments with fewer than ten room requests annually (i.e., those that cannot spread their limited requests evenly throughout the day) will be limited to no more than two-thirds of their sections in prime time as averaged over all of their annual requests.

This policy will be strictly applied to a department's overall request for general-assignment rooms. Additionally, it will apply to a department's requests for large-capacity classrooms as a subset. Any exceptions are considered extraordinary and must be approved annually by the Provost.

2. *Maximize room utilization by implementing 'block scheduling'.* All requests for classrooms during prime time must conform to defined scheduling times ("blocks") so that gaps in room use are eliminated. Because the University has a highly diverse curriculum with many different pedagogical needs, the block schedule has been crafted to try to accommodate diverse disciplinary needs while also trying to minimize the number of disruptive patchwork of meeting schedules that the University currently supports. The actual block schedule is attached as an appendix. Sections that do not conform to the scheduling blocks will still be considered, but only after the conforming sections have been scheduled.

3. *Enhance the predictability of class schedules by assigning large classes annually.* Courses that will be held in large-capacity classrooms will be scheduled for an entire year in the preceding winter quarter. For now, the scheduling of moderate-capacity classrooms will be scheduled quarterly, as at present.

4. *Prioritize the assignment of courses needed by many students.* Gateway, required, or interdisciplinary courses or courses with special scheduling needs (such as the lecture sections of lab courses) will be the first to be considered and scheduled by the Registrar in prime time, but only when they fit into the block schedule requirements (above). A standing committee with representatives from the Office of the Registrar, the Office of Undergraduate Academic Affairs, and the Graduate School will meet annually to define and assess this list of high-priority courses.

5. *Establish enforcement policies.* The Registrar will periodically monitor the actual seat occupancy in classes held in large lecture rooms. Department chairs will be required to justify all observed significant discrepancies between projected and actual enrollment. Future requests for such courses will automatically be revised for realistic enrollment if the differences are sustained for more than a quarter.

UWAstro Astronom..., 2/29/2016 4:13 PM

Comment [1]: Statistics? Enforcement?

UWAstro Astronom..., 2/29/2016 3:20 PM

Comment [2]: Definition?

DRAFT 2/29/16: BB

Good Scheduling Practices for Registrar's Office

University programs and student expectations evolve, so course scheduling needs a concomitant degree of flexibility. Flexibility and policy do not usually coexist peacefully. So a prioritized set of principles provides everyone with transparency into how scheduling requests are processed outside of the policy recommendations above.

- The Registrar will endeavor to balance all requests for classrooms fairly and equitably. Individual departments will define for themselves their preferred instructional locations on campus and the Registrar will take those preferences into consideration when trying to maximize the room assignments for the University.
- The Registrar will make every effort to assign suitable classrooms that are preferred by instructors. Classrooms in use after 3:30 during autumn and winter months should be aggregated within safe buildings close to campus shuttle services and safe bus stops. (These buildings will be reported to the Police Department.) We recommend that faculty who teach these classes receive quarterly permits so that they can park nearby starting at 3PM.
- The Registrar will endeavor to publish final course schedules three weeks before the student registration period opens. The Registrar should move the request deadline earlier if necessary to realize this goal.
- The Registrar (through the authority of the Provost) holds the ultimate responsibility for room assignments. However, their authority is limited. There will be occasions when conflicting requests for classrooms cannot be settled by amicable negotiations. In such cases, and when time permits, the Registrar will consult with relevant department chairs and deans or, in rare cases, the Faculty Council on Teaching & Learning.
- Good scheduling of classrooms is a community effort and responsibility. In cooperation with UWIT, the Registrar's Office will make an ongoing outreach effort to stay well informed about scheduling issues being faced by all departments. It will publish "heat maps" of classroom demands for the previous year as a whole and by department. The Office will do its best to provide all departments with other timely data that they may need to submit and optimize their schedule requests every quarter and to use in their course planning. For the benefit of students the Registrar will publish the annual schedule of large classes prior to registration for the following autumn along with quarterly updates.
- The goal of developing a collegial scheduling effort requires trust and good communications. Accordingly, high-level staff from Registrar's Office meet every autumn with all schedule coordinators to provide quarterly data summaries to departmental schedule coordinators, reviews of and timely information about changes in scheduling policies, updates in classroom technologies, forthcoming changes in departmental scheduling needs and best practices, and generally to solicit the advice and suggestions of schedule coordinators.
- The Registrar's Office should be represented *ex officio* on the Faculty Council on Teaching and Learning.

DRAFT 2/29/16: BB

Good Practices for Departmental Schedule Planners

We are recommending more prescriptive scheduling methods than in previous years in order to assure predictable classroom spaces for students and preferred spaces for faculty. We list some of the more potentially useful good practices next.

One good practice is for department chairs to occasionally remind instructors that full authority and responsibility for assigning instructors to classes lie with the chairs. Chairs will, of course, use this authority equitably and fairly to support faculty with special personal needs (such as child or eldercare) or important academic responsibilities. Commuting and other conveniences will take lower priority.

Departments must understand that they although they may have special needs, they have no entitlement for any class rooms or times that are assigned by the Registrar. They must also appreciate that given the limited supply of classrooms, their requests for teaching spaces can have widespread ripple effects that are difficult to foresee.

Departmental course schedulers face difficult challenges as they try to balance the needs of their students and faculty with increasingly structured classroom scheduling policies and practices. Even so, tensions within departments or with the Registrar's Office may arise when requests for scheduling requests conflict with availability. Departments must feel confident that the Registrar's Office considers all requests without prejudice or full knowledge of all of the consequences.

Departments that understand the new patterns of block scheduling should be able to develop requests strategies that minimize disruptions and unhappy outcomes. We expect that tensions related to block will abate after one or two years.

Departments that anticipate adding a new course or modifying the total number of in-class hours of existing courses should work closely with the Registrar's office at least a year in advance if possible.

Departments with course needs that do not conform to the block-scheduling guidelines above are urged to consider alternate modes of instruction to bring the course into compliance with blocks.

In practice the fixed distribution model may lead to smaller enrollments in courses that meet outside of prime time. This is inevitable. Departments that anticipate special hardships in TA support or other impacts from potential major losses in enrollment (>25%) should identify such courses and work with deans and the Registrar's Office. Please note that a satisfactory outcome cannot be assured.

Appendix

Block Scheduling Patterns

The following chart details the block scheduling patterns that the Office of the Registrar will adopt to determine scheduling priority. All requests that conform to the following block scheduling patterns will be scheduled prior to those requests that do not conform to the following block scheduling patterns.

DRAFT 2/29/16: BB

<<insert graphic here>>

We list here the cadences of courses that will be the first to be scheduled by the Registrar.

1. 50-minute meeting times ("hour-long meetings"): All requests are for a single room and will start at the same half-hour across the week. In prime hours (9:30-2:30) every requested session will be closely matched to the room's seating capacity.
 - a. 4x/wk or 5x/wk
 - b. 3x/wk: Monday/Wednesday/Friday
 - c. 2x/wk: Monday/Wednesday, Monday/Friday, Wednesday/Friday, or Tuesday/Thursday
 - d. 1x/wk: Any time starting on the half hour.
2. 80-minute meeting times ("hour-and-a-half meetings"): Start times of 8:30, 10:00, 11:30, 1:00, 2:30, 4:00
 - a. 3x/wk: Monday, Wednesday, Friday
 - b. 2x/wk: Monday/Wednesday, Monday/Friday, Wednesday/Friday, or Tuesday/Thursday
 - c. 1x/wk: Any day of the week
3. 110-minute meeting times ("two-hour meetings"): Start times of 8:30, 10:30, 1:30 or 3:30
 - a. 3x/wk: Monday, Wednesday, Friday
 - b. 2x/wk: Monday/Wednesday, Monday/Friday, Wednesday/Friday, or Tuesday/Thursday
 - c. 1x/wk: Any day of the week

All other meeting patterns will be scheduled after those that conform to (1) through (3) above.

Departments should not presume that non-conforming requests can be honored during prime hours.

Definitions *(green items are simply placeholders for now)*

Large-capacity classrooms: 250+ official seating capacity

Mid-range classrooms: 100-249 projected enrollment

Prime time: Monday through Thursday, 9:30am-2:20pm. Any class containing instructional time within prime time is considered a prime time class, even if some or most of the instructional time is outside of prime time.

Priority courses are courses that are required of students for the completion of a degree. They do not include courses that are needed for a distribution requirement unless the same course otherwise qualifies as a priority course. All requests for priority courses within an academic year must summarize the qualification of the course for priority status.

In many cases the priority status of the course or its special room needs can be kept as a matter of record that will be confirmed occasionally by the Registrar and department.

Gateway Courses:

Interdisciplinary courses: are those designed by various departments to offered in a sequence.

Required course

- a. needed to complete an undergraduate degree or major:
- b. linked to a serial course sequence within or spanning a single unit:

Special needs: Rooms with special equipment (e.g., high-fidelity video projector or sound system) or characteristics (e.g. front elevated stage, lighting, window shades, reconfigurable seating arrangement, large demo table).

Department: 'department' but we will leave it to deans to determine what level of granularity (i.e., a unit with a Chair or an entire school/college)

UWAstro Astronom..., 2/29/2016 3:41 PM

Comment [3]: "prime is defined below

UWAstro Astronom..., 2/29/2016 3:41 PM

Comment [4]: 5 hours? Not 6?

Highlights of Recommendations of the Large Classroom Governance Committee

Executive Summary

In order to provide classroom spaces for growing numbers of undergraduate students the Learning Spaces Governance Committee is recommending the following policies be enacted at the University of Washington, effective AUT/2017:

Implement a phased transition to a forced-distribution model that will result in sections being evenly spread out across a ten-hour instructional day (8:30 – 6:20).

Adopt block scheduling times during prime teaching hours (9:30-2:20) that optimize classroom utilization normalize day/time combinations in the Time Schedule.

Schedule large classes (>250 seats) annually.

Adopt a set of best practices at all levels to ensure that academic units are working cooperatively with the Registrar to make room scheduling a collegial, efficient, and effective process.



Highlights of Recommendations of the Large Classroom Governance Committee

Appendix: Block-Schedule Cadences

Goal: to fill rooms to 80% capacity during prime hours (9:30–2:20)

A. Classes starting before 2:30

First scheduling priority

50-min classes	MWF or 4x, 5x/wk	8:30, 9:30, . . . 1:30
80-min classes	TuTh, MW, MF, WF, MWF	8:30, 10:00, 11:30, 1:00
110-min classes	TuTh, MW, MF, WF	8:30, 10:30, 1:30

Second priority

all 1x, other 2x per week (regardless of duration or start time)

Third priority

Other prime-time requests (e.g., MTuTh)

B. Classes starting after 2:30

- *block cadences are optional*
- *all other requests will be considered with equal priority so long as reasonably effective use of classrooms is assured*



Highlights of Recommendations of the Large Classroom Governance Committee

Best Practice: Academic Units

Clarify authority for assigning faculty and courses

Fairness and sensitivity for faculty with special circumstances.

Understand the classroom scheduling process in detail

- *Use this knowledge to work effectively with the Registrar*

Contact the Registrar early

- *New courses, changes in course structure, room needs, etc.*

Consider alternate teaching modes and strategies

- *Fitting into the block schedule may require changes in teaching methods*

***Communicate frequently with academic units on policies, problems,
and performance***



Highlights of Recommendations of the Large Classroom Governance Committee

Best Practice: Registrar's & Provost's Office

Clarity, fairness, equal access

- *enhance clarity in classroom assignment process (incl. documentation)*
- *respect the schedule traditions of academic units whenever possible*

Mitigations for classes starting after 3 PM

- *Improve shuttle services. Offer nearby parking to faculty.*
- *Aggregate reaching rooms in safe, well-lit buildings near bus stops*
- *Invest in infrastructure (e.g., room equipment, web sites) to improve access for students with fixed late-afternoon obligations*

Publish course schedules three weeks prior to course registration

- *Goal: 97% accuracy*

Settle conflicting requests amicably or through an appeal process

- *FCT&L?*

Communicate frequently with academic units on policies, problems, and performance

Academic awareness matters

- *Solicit a standing invitation to the FCT&L in order to keep abreast of academic issues of concern to the faculty.*



Highlights of Recommendations of the Large Classroom Governance Committee

Proposed Classroom Scheduling Policies

Open the classroom-scheduling window by adopting a forced-distribution model (FDM) in which departments spread their courses evenly across a 10-hour teaching day (FDM-10).

1. in the first two years units be restricted to 12% of their general-assignment-room classes starting in any given instructional hour, beginning with autumn 2017 (FDM-8.5).
2. Departments with fewer than ten room requests annually may request no more than two-thirds of their sections in prime time

Maximize room utilization by implementing 'block scheduling'.

Assign large classrooms annually

Prioritize the assignment of key courses

Gateway, required, courses with special needs

Establish enforcement policies

