

Appendix 1

Report of the Arts and Sciences Classroom Committee

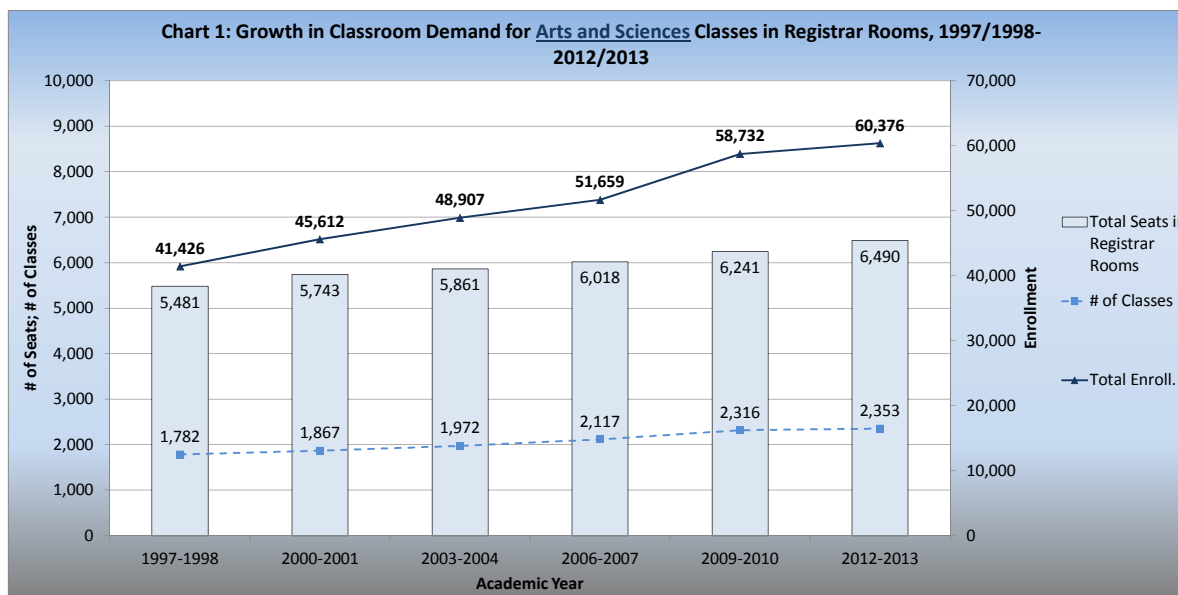
2011/12

Executive Summary

After reviewing the 1998 Krauss Morningside Classroom Committee Report and undertaking extensive new data collection, the current Classroom Committee identified an array of problems involving the electronic capabilities, the number, and the scheduling and assignment of Arts and Sciences classrooms under the Registrar's control. Principal among these problems are: (1) too few electronic classrooms; (2) demand for classrooms outpacing supply, especially at peak hours from 10 to 4 Monday to Thursday; (3) departments' continuing failure to schedule classes across the full range of possible days and times, including minimal use of Fridays for classroom instruction; (4) challenges posed by the large number of encumbered classrooms (those in the Registrar's stock but in which departments schedule their own classes before releasing unused times to the Registrar) to the Registrar's efficient assignment of rooms, especially in regard to the eleven rooms in the current Registrar's stock with a seating capacity in excess of one hundred students; (5) the poor condition of a few classrooms, most notably Havemeyer 309, and the poor condition and small number of Arts and Science teaching laboratory spaces; (6) failure to monitor the implementation and assess the effectiveness of past recommendations governing classroom use and to coordinate the work of the various entities, from CUIT to the Office of Academic Planning, and the Office of the Deputy Vice President for Strategic Planning, that have a role in how classrooms are maintained, outfitted, scheduled, and assigned so that efficiencies can be achieved, classroom needs built into future budgets, and emerging problems managed as they appear.

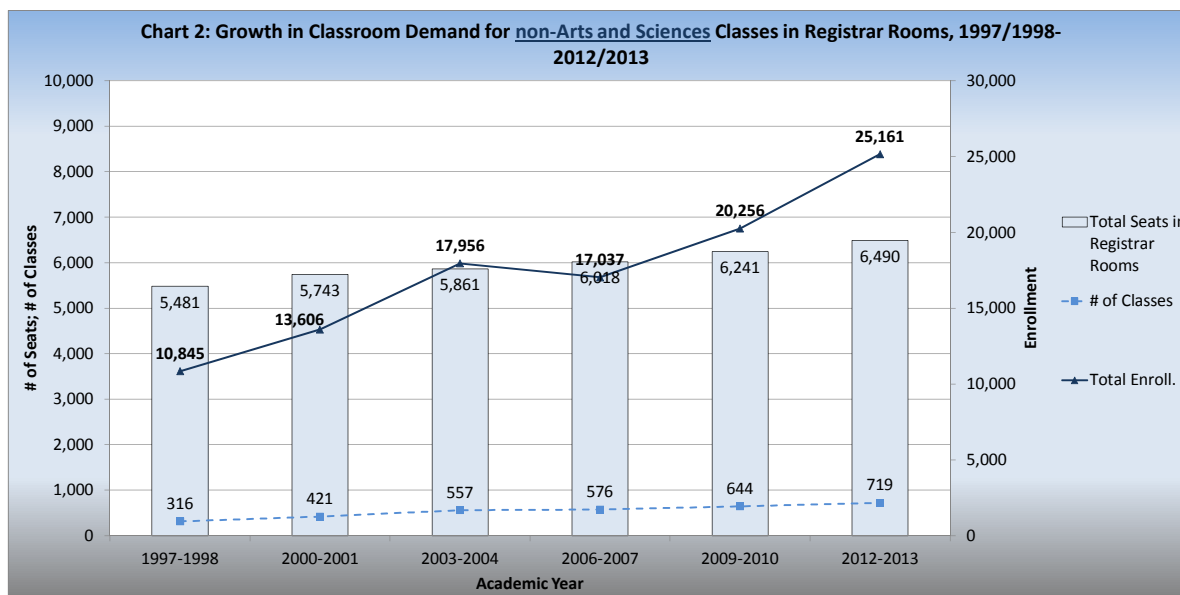
The Committee's chief recommendations for alleviating these problems include: (1) by summer of 2012 equip all Registrar classrooms with appropriate electronic equipment; (2) convert some science library space vacated by the move to the Northwest Corner Building to teaching space, both teaching labs and large classrooms; (3) change the schedule of classes to allow two more lecture periods to be scheduled in each teaching day and to allow fifteen minute breaks between classes; (4) encourage better use of Fridays for specific instructional purposes; (5) help departments schedule classes across the full range of available time slots by requiring departments to follow new Guidelines for Class Scheduling and monitoring compliance and by making improvements in the Curricular Planning Statement (CPS); (6) give the Registrar enhanced authority over encumbered classrooms, especially over the ten holding more than one hundred students; (7) set up an oversight committee to monitor and coordinate implementation of these recommendations, to assess their effectiveness, and to plan and make budget recommendations for future enhancements and use of our classroom resources.

Appendix 2



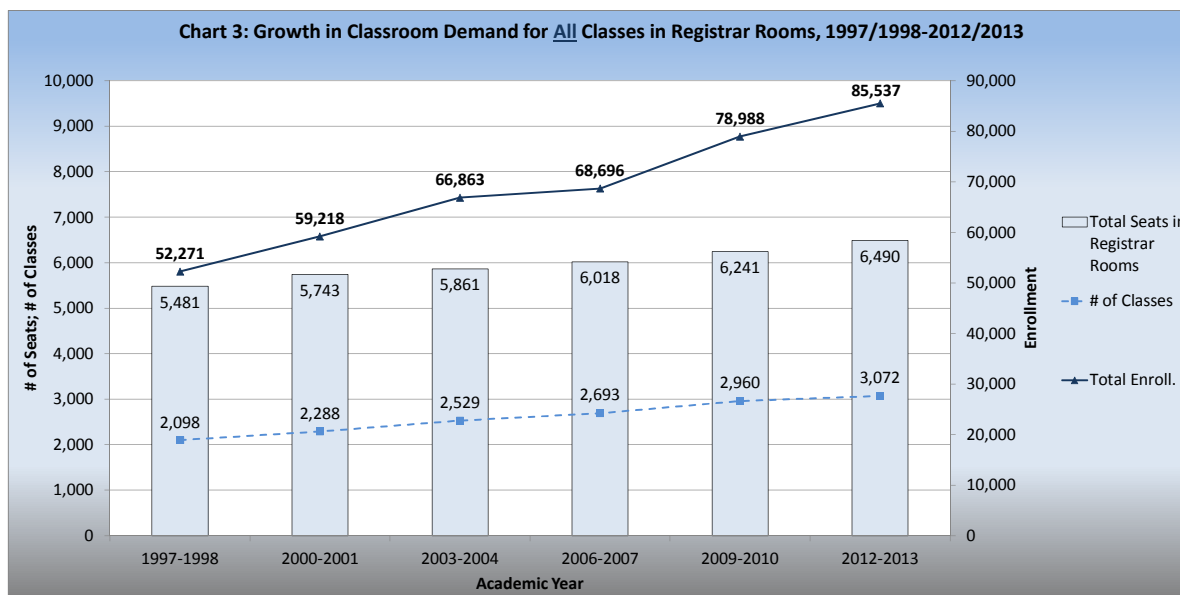
Report 1: Growth in Classroom Demand for Arts and Sciences Classes in Registrar Rooms, 1997/1998-2012/2013

Academic Year	Enrollments by Student School															Overall Indicators							
	# of Classes	# of Class Meeting Hours	Total Enroll.	CC	GS	EN	BC	GS Post-bac	Arts	A&S MAO	A&S Phd	SCE	SEAS Grad.	SEAS PhD	SIPA	Enr. In these Schools as % of Total	Avg. Class Length/Week	# of Students /Class	# of Reg. Rooms	# of Classes/Room	Total Seats in Registrar Rooms	# of Enroll/Seat	
1997-1998	1,782	4,780	41,426	20,970	3,393	4,491	4,467	769	215	625	2,391	866	96	23	819	94%	2.7	23.2	108	16.5	5,481	7.6	
2000-2001	1,867	4,933	45,612	23,937	4,133	4,919	4,875	780	383	1,262	2,215	965	97	36	817	97%	2.6	24.4	114	16.4	5,743	7.9	
2003-2004	1,972	5,146	48,907	25,699	4,446	5,375	4,647	1,032	206	1,651	1,879	1,577	175	60	983	98%	2.6	24.8	118	16.7	5,861	8.3	
2006-2007	2,117	5,535	51,659	26,052	5,098	5,530	5,049	1,296	83	2,242	1,885	1,825	126	65	927	97%	2.6	24.4	123	17.2	6,018	8.6	
2009-2010	2,316	5,928	58,732	29,020	6,456	5,525	5,851	1,579	158	3,110	1,997	2,385	219	103	790	97%	2.6	25.4	133	17.4	6,241	9.4	
2012-2013	2,353	6,339	60,376	28,633	7,421	5,423	5,224	1,410	108	3,843	2,147	3,491	350	121	574	97%	2.7	25.7	136	17.3	6,490	9.3	
Grand Total	12,407	32,662	306,712	154,311	30,947	31,263	30,113	6,866	1,153	12,733	12,514	11,109	1,063	408	4,910								
# Increase from 1997-1998 to 2012-2013	571	1,558	18,950	7,663	4,028	932	757	641	-107	3,218	-244	2,625	254	98	-245						1,009		
% Increase from 1997-1998 to 2012-2013	32%	33%	46%	37%	119%	21%	17%	83%	-50%	515%	-10%	303%	265%	426%	-30%						18%		



Report 2: Growth in Classroom Demand for non-Arts and Sciences Classes in Registrar Rooms, 1997/1998-2012/2013

Academic Year	Enrollments by Student School															Overall Indicators						
	# of Classes	# of Class Meeting Hours	Total Enroll.	CC	GS	EN	BC	GS Post-bac	Arts	A&S MAO	A&S Phd	SCE	SEAS Grad.	SEAS PhD	SIPA	Enr. In these Schools as % of Total	Avg. Class Length/Week	# of Students /Class	# of Reg. Rooms	# of Classes/ Room	Total Seats in Registrar Rooms	# of Enroll/ Seat
1997-1998	316	713	10,845	945	186	2,693	751	22	7	22	50	218	766	124	4,690	97%	2.3	34.3	108	2.9	5,481	2.0
2000-2001	421	972	13,606	1,027	291	3,917	768	17	3	73	77	208	1,132	142	5,359	96%	2.3	32.3	114	3.7	5,743	2.4
2003-2004	557	1,228	17,956	725	166	5,275	241	28	5	206	82	148	1,993	362	7,592	94%	2.2	32.2	118	4.7	5,861	3.1
2006-2007	576	1,285	17,037	478	195	5,478	131	13	1	252	80	187	2,020	413	7,273	97%	2.2	29.6	123	4.7	6,018	2.8
2009-2010	644	1,419	20,256	595	185	5,905	194	4	2	376	66	252	3,661	562	7,987	98%	2.2	31.5	133	4.8	6,241	3.2
2012-2013	719	1,585	25,161	1,376	430	6,626	258	6	6	340	52	334	6,389	628	8,094	98%	2.2	35.0	136	5.3	6,490	3.9
Grand Total	3,233	7,204	104,861	5,146	1,453	29,894	2,343	90	24	1,269	407	1,347	15,961	2,231	40,995							
# Increase from 1997-1998 to 2012-2013	403	872	14,316	431	244	3,933	-493	-16	-1	318	2	116	5,623	504	3,404						1,009	
% Increase from 1997-1998 to 2012-2013	128%	122%	132%	46%	131%	146%	-66%	-73%	-14%	1445%	4%	53%	734%	406%	73%						18%	



Report 3: Growth in Classroom Demand for All Classes in Registrar Rooms, 1997/1998-2012/2013

Academic Year	Enrollments by Student School															Overall Indicators							
	# of Classes	# of Class Meeting Hours	Total Enroll.	CC	GS	EN	BC	GS Post-bac	Arts	A&S MAO	A&S Phd	SCE	SEAS Grad.	SEAS PhD	SIPA	Enr. In these Schools as % of Total	Avg. Class Length/Week	# of Students /Class	# of Reg. Rooms	# of Classes/ Room	Total Seats in Registrar Rooms	# of Enroll/ Seat	
1997-1998	2,098	5,494	52,271	21,915	3,579	7,184	5,218	791	222	647	2,441	1,084	862	147	5,509	95%	2.6	24.9	108	19.4	5,481	9.5	
2000-2001	2,288	5,906	59,218	24,964	4,424	8,836	5,643	797	386	1,335	2,292	1,173	1,229	178	6,176	97%	2.6	25.9	114	20.1	5,743	10.3	
2003-2004	2,529	6,375	66,863	26,424	4,612	10,650	4,888	1,060	211	1,857	1,961	1,725	2,168	422	8,575	97%	2.5	26.4	118	21.4	5,861	11.4	
2006-2007	2,693	6,820	68,696	26,530	5,293	11,008	5,180	1,309	84	2,494	1,965	2,012	2,146	478	8,200	97%	2.5	25.5	123	21.9	6,018	11.4	
2009-2010	2,960	7,348	78,988	29,615	6,641	11,430	6,045	1,583	160	3,486	2,063	2,637	3,880	665	8,777	97%	2.5	26.7	133	22.3	6,241	12.7	
2012-2013	3,072	7,924	85,537	30,009	7,851	12,049	5,482	1,416	114	4,183	2,199	3,825	6,739	749	8,668	97%	2.6	27.8	136	22.6	6,490	13.2	
Grand Total	15,640	39,866	411,573	159,457	32,400	61,157	32,456	6,956	1,177	14,002	12,921	12,456	17,024	2,639	45,905								
# Increase from 1997-1998 to 2012-2013	974	2,430	33,266	8,094	4,272	4,865	264	625	-108	3,536	-242	2,741	5,877	602	3,159						1,009		
% Increase from 1997-1998 to 2012-2013	46%	44%	64%	37%	119%	68%	5%	79%	-49%	547%	-10%	253%	682%	410%	57%						18%		

Notes:

Includes all Registrar owned rooms, including those in Mudd and IAB. Includes courses taught over the full fall or spring terms (i.e. X5 codes).

Includes only courses with numbers as their section codes. Excludes dummy, discussion, physical education and recitation course types.

Excludes courses with N or O prefix codes. GSAS PhD includes only A&S programs. SEAS Graduate is for DES (Doctor of Engineering Science), ELE, INE, MEE, MS, Certificates, Non-degree.

Arts and Sciences units include: American Studies, ALP, Anthropology, Art History and Arch., Asian American Studies, Astronomy, Biological Sciences, Center of Comparative Literature, Center for Jazz Studies, Center for the Study of Ethnicity and Race, Chemistry, Classics, Columbia College, Contemporary Civilization, Earth and Environmental Sciences, EALAC, EEEB, Economics, English and Comparative Literature, Film (School of the Arts), French, General Studies, German, GSAS, History, Humanities (College), Human Rights, Institute for Research in Africa, ISERP, Italian, LRC, Latin American and Caribbean, Latino Studies, Mathematics, MEALAC, Music, Philosophy, Physics, Political Science, Psychology, Religion, School of Continuing Education, Slavic, Sociology, Spanish and Portuguese, Statistics, Theatre (School of the Arts), Visual Arts (School of the Arts), Women's and Gender Studies, Writing (School of the Arts),

SEAS units include: Applied Physics and Applied Mathematics, Biomedical Engineering, Chemical Engineering, Chemical Engineering and Applied Chemistry, Civil Engineering and Engineering Mechanics, Computer Science, Earth and Environmental Engineering, Electrical Engineering, Engineering, Industrial Engineering and Operations Research, Mechanical Engineering, Henry Krumb School of Mines, Earth and Environmental Engineering

SCHEDULE OF CLASSES

A&S AND SEAS MASTER DAY/TIME SCHEDULE IN REGISTRAR CLASSROOMS

Lectures*	Lectures	Seminars*	SEAS 150 minutes
75 minutes	75 minutes Alternate	110 minutes	
8:40-9:55		8:10-10:00	
9:55-10:10			
10:10-11:25		10:10-12:00	10:10-12:40
11:25-11:40			
11:40-12:55		12:00-12:10	
12:55-1:10		12:10-2:00	12:40-1:10
1:10-2:25		2:00-2:10	1:10-3:40
2:25-2:40			
2:40-3:55		2:10-4:00	
3:55-4:10			3:40-4:10
4:10-5:25		4:00-4:10	
5:25-6:10		4:10-6:00	4:10-6:40**
	5:40-6:55	6:00-6:10	
6:10-7:25		6:10-8:00	6:40-7:00
7:25-7:40			
7:40-8:55		8:00-8:10	7:00-9:30
		8:10-10:00	

*Note: The 75 and 110 minute timeslots also apply to language instruction courses.

**If use of the 4:10 slot for 150-minute sessions proves to be problematic, the session will be moved to begin at 5:40 with a subsequent session following accordingly.

SCHEDULE OF CLASSES

A&S AND SEAS MASTER DAY/TIME SCHEDULE IN REGISTRAR CLASSROOMS

Sections of 75 and 110 minute length conform to the Schedule on page 1

Languages Sections	Language/Discussion Sections
65 minutes	50 minutes
	8:10-9:00
8:50-9:55	
9:55-10:10	9:10-10
10:10-11:15	10:10-11:00
11:15-11:40	
11:40-12:45	11:10-12:00
12:45-1:10	12:10-1:00
1:10-2:15	
2:15-2:40	1:10-2:00
2:40-3:45	2:10-3:00
3:45-4:10	3:10-4:00
4:10-5:15	4:10-5:00
5:15-6:10	
6:10-7:15	5:10-6:00
7:15-7:40	6:10-7:00
7:40-8:45	7:10-8:00
8:45-8:55	8:10-9:00
8:55-10:00	9:10-10:00

Appendix 4

Guidelines for Class Scheduling

Please observe the following guidelines when scheduling classes:

- All courses must be scheduled according to the official Schedule of Classes unless an exception has been granted by the appropriate Committee on Instruction (COI).
 - During peak times, classes should be scheduled as follows:
 - For seminars (or colloquia),
 - Schedule at least one seminar in each of the Monday, Tuesday, Wednesday, or Thursday slots between 10:10 am and 6:00 pm before scheduling a second seminar in that particular day/time slot.
 - The same criteria should be followed before scheduling a third, fourth, fifth, etc., class in a given day/time slot.
 - 10% of departmental seminars should be scheduled on Fridays.
 - For lectures,
 - Schedule at least one lecture in each of the lecture slots Monday/Wednesday and Tuesday/Thursday between 8:40 am and 6:10 pm before scheduling a second lecture in that particular day/time slot.
 - The same criteria should be followed before scheduling a third, fourth, fifth, etc., class in a given day/time slot.
 - If lectures have anticipated enrollments above 80 students, they should not be scheduled in the same lecture time slot.
 - For language classes,
 - Schedule at least one language class in each of the language slots between 8:40 am and 6:10 pm for 75 minute class meetings, between 10:10 am and 6:10 pm for 110 minute class meetings, between 9:10 am and 6:10 pm for 50 minute meetings.
 - The same criteria should be followed before scheduling a third, fourth, fifth, etc., class in a given day/time slot.
 - Departmental class schedules (including required additional meetings such as recitation/discussion sections) should be submitted to the Registrar prior to the registration period each term.
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PROPOSAL FOR PILOT TO PLACE CAPS ON COURSES**DRAFT**

In order to alleviate the increasing pressure on classrooms right before and after the first day of classes, we propose that class size be limited for medium and large size classes. Over the last several years, all of us, faculty, students, and administrators, have experienced the turmoil at the start of the term as enrollments fluctuated. Classes were moved from pre-assigned classrooms and the domino effect of such moves on an ever increasing number of faculty and students in other classes who had to be moved as a consequence has become more and more disruptive. This is a pilot proposal to address this growing concern. An analogous timeline can be implemented for spring courses. Note: The term “department” here may refer to both the department administration and instructors.

- February/March: Before the registration period, caps are placed on all courses greater than 80 based on the following criteria:
 - If there was a cap in the course the previous time it was taught, that cap is carried over. The Registrar, in particular for classes with expected enrollments above 100, can suggest caps based on the enrollment history of the course.
 - If the department asks for a specific cap to be put in place, that cap is implemented.
 - If there was no cap in the course previously and the department did not ask for a cap to be placed on the course, then the cap is equal to the enrollments in the course from the last time it was offered plus 10% of those enrollments.
 - E.g. A course that had an enrollment of 100 the last time the course was offered will have a cap of 110 this term.
 - If none of these apply to the course, the Registrar will work with the department to determine an initial cap. Eventually this can be integrated into the CPS.
- April: The first registration period takes place.
- April/May: After the registration period is complete, caps will be adjusted as follows:
 - For those classes that do not have students on the waitlist, the initial caps will remain in place.
 - For those classes that have students on the waitlist, caps will be adjusted with the advisement of the department/faculty member. *Note: For courses with multiple sections, waitlist data needs to incorporate the incidence of students waitlisted for several sections as well as students registered for one section but on a waitlist for another section.*
 - It will be vital to integrate enrollment planning into this process for courses in high demand, in particular for incoming students in the fall term.
- May: All updated caps are shared with the department in order to ensure that no further adjustments are needed. For courses offered in the fall term, the department should also let the Registrar know if there are any classes with high first year enrollments that will not be captured in the first registration period and those classes will need special consideration.
- June: Caps are finalized and departments are informed. Classrooms are assigned.
- June: Departments are then informed of their classroom assignments and asked if there are any pedagogical reasons that the room assigned to them is not appropriate. The Registrar makes adjustments accordingly.

- June: Caps are adjusted to match the seat capacity of the room assigned to the class if other constraints, such as TA staffing, are not present.