

UNIVERSITY OF RHODE ISLAND
JOINT CLASSROOM STEERING COMMITTEE (JCSC)
Annual Report to the Faculty Senate
April 2011

Committee Charge:

The Joint Classroom Steering Committee (JCSC) shall serve as a steering group to the functional areas that manage and have responsibility for classroom upkeep and planning (MTS, Enrollment Services, and Business Services). The committee shall be responsible for the development of plans for all aspects of classroom planning and management, including, but not limited to, the development and management of a single classroom data-base, the establishment and updating of design standards, scheduling and planning, assessment of needs for classroom refurbishments and setting priorities, maintenance and ongoing management of classrooms and the coordination of resources for classroom upkeep and improvement. This committee shall also monitor progress and the execution of these plans.

Committee

President's appointee: Ann Morrissey, Chair
Enrollment Services: Dean Libutti, Ken Sisson
Instructional Technology: David Porter, Janie Palm
Campus Planning and Design: Ryan Carrillo, Tom Frisbee-Fulton
Business Services: Vern Wyman
Facilities: Jerry Sidio
Provost's appointee: Robert Bullock
Faculty Senate Appointees: James Kowalski, Peter Paton, Bahram Nassersharif, Mike Pennell

The Committee held meetings in September 9, October 6, November 16, February 2, and March 10. The following summary is the progress that occurred relative to the committee's oversight.

Classroom Maintenance

During the spring 2010 semester, at the request of the Committee, the Facilities Services Office developed a set of classroom maintenance standards and inventoried all classrooms during March and summer 2010. Facilities Services now uses the inventory feedback to assist them in monitoring, enhancing, and repairing classrooms. The Facilities Services website has a log of work orders to better communicate the status of work orders by building for those interested in monitoring a particular work order.

The Committee monitored the progress of the installation of door locks for all classrooms that had been installed with new technology systems over the summer. The installation occurred mainly during winter intersession.

New Classrooms, Design, and Class Scheduling

Over the past year, the Committee has continued to focus attention on monitoring and encouraging the upgrading of the physical classroom environment. Classrooms received considerable upgrades in the form of technology, furniture replacements, renovations, and energy conservation improvements. Business Services reported that \$10,148,000 had been used to improve classrooms both directly and indirectly over the past year.

At the February meeting, Campus Planning and Design reported the following:

- The new Chemistry building was in design and development – coming on line in the spring 2014. It will provide for all chemistry classrooms and 2 new additional lecture halls – 250 and 150 capacity.
- The new Pharmacy building will open in 2012 – It will contain 4 classrooms and a lecture hall.
- The new residence hall will contain a new classroom. Dean has been involved in this planning.
- Library Learning Commons will allow for practice presentations with technology. The next meeting will involve review of plans with committee for those rooms. 6 study rooms and one mock classrooms.
- Morrill hall – renovation 2 chemistry teaching labs – those are complete.
- College of Nursing Providence project: Currently they are programming with a planning group. Sim lab technology planning is underway.
- The architecture selection for the Harrington School of Communications is underway. The first phase of renovations involve nutrition and food science moving to Woodward Hall. The hope is to achieve 4 teaching labs and a screening room in Ranger Hall above and beyond the current allocation.
- Studies of Woodward Hall are underway. Ranger Hall need to be vacated for FSN program study to determine the fit for FSN and possibly Geological sciences; teaching facilities – the addition of one food lab; breakout lecture 40 seat replication of what exists in Ranger.

The committee has urged that Capital Planning ensure involvement of the Associate Vice Provost for Enrollment Management or his designee in all new or renovation building projects in order to provide perspective on broader projected classroom needs.

On several occasions the committee has noted the lack of sufficient funding streams for the improvement of classrooms and this continues to be a significant challenge for assuring the proper upkeep and updating of classrooms.

Classroom Technology Advancements

In prior years, the Committee had focused on the development of a classroom technology master plan in which levels of technology for classrooms were articulated and all general assignment classrooms were classified within those levels. Past classroom technology upgrades have been mainly directed to rooms, which come under the NOMAD funding. The problem of very limited funding for classroom technology enhancements and upgrades was discussed at length throughout the year. The committee drew to the Provost's attention that 52 general assignment classrooms had Level 0 technology in them. An extensive initiative was implemented, using one-time 2010 funds and minimal 2011 funding, that upgraded technology of 52 classrooms and identified auditoria (see appendix). This project also accomplished a major overhaul of those rooms in terms of painting and in some cases window shading and carpeting. All general assignment classrooms on the Kingston campus now have installed projection technology and WiFi access. Six rooms at the Providence campus now have newly installed classroom technology and the Paff Auditorium received a technology upgrade as well. Areas for further improvement have been identified and are expected to be completed during the next 12 months. (For specific progress See Appendix B).

The committee is presently developing a survey of faculty to better understand their use of the new technology and needs for training and development.

Classroom Scheduling

The Committee began work on addressing the overcrowding of certain classrooms and will consider the development of new scheduling models to better accommodate the need for classes, address traffic flow, and greater efficiency in scheduling. Conferring with the Registrar and Enrollment Services, the committee has considered the feasibility of recommending an alternative scheduling model to include a Monday & Wednesday track similar to the current Tuesday & Thursday track. A scheduling conflict may occur with classroom technology maintenance if an expansion of the current scheduling model is put into place, which will need to be considered. The feasibility and advantages of recommending the expansion of virtual opportunities and distance learning are also being considered. Other attempts to improve classroom scheduling have included standardizing class times and utilizing more classrooms after 5pm. See Appendix C for detailed information regarding classroom scheduling and meeting patterns. The Committee will continue to focus their attention to this area in the future.

Classroom Planning

The Committee spent several meetings crafting a document of priority issues to be addressed. A draft document was circulated to all department chairs requesting their feedback. A final version (See Appendix D) was developed incorporating feedback received. The Provost and Vice President for Administration will be invited to a future meeting to raise their attention to these issues. The committee plans to discuss and establish an improved process for addressing the funding of classrooms.

APPENDIX A – JCSC ANNUAL REPORT APRIL 2011

CLASSROOM AND INSTRUCTIONAL FACILITY IMPROVEMENTS

COMPLETED BETWEEN FY 2010 AND EARLY 2011

Provided by the Office of Business Services

March 16, 2011

Since March of 2010, there has been considerable investment in University facilities that have benefited the condition and functionality of classrooms and other instructional facilities. In addition, there are a series of improvement projects in the final planning stages to be completed over the coming months that will also upgrade instructional facilities. Multiple sources of funds have and are being brought to bear to accomplish this important work.

There are also facility management efforts that have been initiated and reported to the JCSC that are designed to provide Facility Services with better information about classroom maintenance conditions requiring the performance of maintenance and repairs. This document has been developed to highlight these investments and efforts.

Completed Since March 2010 - \$10,148,000 Improvements (\$2,292,000 direct classroom improvements & \$7,856,000 * building improvements with classrooms benefiting):

- Electronic Access/door replacement \$208K RI Capital Funds
 - Misc. General Assignment Classrooms
- New Classroom Shade for 7 buildings 8K RI Capital Funds
- Classroom Upgrades (Patching, Painting, Whiteboards) \$25K RI Capital Funds
- Classroom Equipment - \$3K RI Capital Funds
- Classroom Furniture Replacement \$120.0K General Funds
 - Washburn Hall Classrooms 111, 112, 132, 133, 219, 220, 308
- Edwards Hall Renovations \$456K* RI Capital Funds
 - Ceiling, finishes, flooring, stage and lobby renovations and darkening shades
- Morrill Hall Renovations for Instructional Laboratories \$570K RI Capital Funds
 - Rooms 301 and 307 renovation for General Chemistry instruction
- White Hall Smart Classroom \$335.0K Federal Funding & \$73K RI Capital Funds
 - 120-seat classroom with state-of-the-art technology
- NOMAD Classroom Renovations and Technology \$950.0K State Supported Financing

- This involves the execution of renovation, flooring replacement, and new finishes in support of companion technology improvements in East Hall Room 112, Chafee Hall Rooms 244, 235, 601 including the opening of Classroom 242 into 244 to renovate and increase capacity.
 - Phase I Energy Conservation Improvements \$7.4M * (in Academic Buildings). Financing supported by Utility Savings
 - Lighting fixture replacements for improved lighting with occupancy controls
 - Heating system improvements, including steam trap replacements and better temperature control
- **Projects Currently in Design or Under Construction:**
 - Chafee: classroom upgrades, auditorium lighting & fixtures
 - Learning Commons, Carothers Library \$750K General Funds and RI Capital Funds (\$250K already expended)
 - 10,000 sq. ft. collaborative learning center, including a mock classroom to practice presentation skills
 - New Chemistry Building
 - 250 Seat Auditorium
 - 100 Seat Auditorium
 - 35 Seat Classroom
 - 14 Teaching Labs (4 currently shelled)
 - College of Pharmacy
 - 162 Seat Auditorium
 - 2 – 30 Seat Classrooms
 - 50 Seat Classroom
 - 2 General Teaching Laboratories
 - Pharmacy Practice Teaching Laboratory
 - Simulation Teaching Suit
- **Facilities Services Classroom Maintenance Update:**
 - Work orders open & closed by building are on the Facilities Services Website.
 - Doors: Quinn 104, Pastore 234 and Roosevelt 311. The Doors are in and the work is scheduled. Once the doors are in the locks need to be put on. Rich give a completion date of 10-14 days 03/30/2011.
 - Last year's maintenance survey of classrooms produced 148 work orders with 128 closed and 20 still open. These have been reprinted and given to the SMT Shop so the work can be scheduled.
 - Morrill Hall 215 new tile.
 - Pastore Hall 124 new tile and floor paint.

- Washburn Hall 111,112, 132, 133, 219, 220 new carpet.
- New Carpet in White Hall Auditorium.

APPENDIX B – JCSC ANNUAL REPORT APRIL 2011

Joint Classroom Steering Committee

Classroom Technology Update

March 23, 2011

Overview

During the past 12 months all of the classroom technology objectives projected in last year's JCSC report were met. Additionally, several rooms at the Providence campus were upgraded and major improvements were made to URI's wireless network in Kingston, Narragansett and Providence campuses. The net result is that all general assignment classrooms on the Kingston campus now have installed projection technology and WiFi access. Six rooms at the Providence campus now have installed classroom technology and the Paff Auditorium received a technology upgrade. Areas for further improvement have been identified and are expected to be completed during the next 12 months. Details below:

Classroom Technology Advancements

Ten rooms have been upgraded as part of the NOMAD (Next Order Multi-modal Advanced Design) classrooms project. Most of these rooms have had extensive design changes and requiring construction. They offer the latest classroom technology and architectural upgrades. These rooms are as follows:

Chafee	101, 275, 235, 244/242*, 601/602
Narragansett	Coastal Institute Auditorium
East	112, Auditorum
Providence	317

*Two rooms have been combined to create a more functional space

Fifty-two rooms were upgraded with technology from 2010 year end funding and from a 2011 budget allocation from the Provost's office. These rooms have the latest digital media technology that will accept new HDMI inputs. They offer HD projection, BluRay players and are compatible with older VGA inputs. New whiteboards and paint was applied, and, new furniture, window treatments and flooring were installed as funding permitted. These rooms are:

Bliss	205, 206, 211, 304, 305
Crawford	221, 222, 223
Davis	9, 107, 109
Gilbreath	101, 118
Kelly	102, 103, 203
Morril	213, 215

Pastore	122, 219, 234
Quinn	103, 314, 104
Rodman	118
Roosevelt	301
Surge (210 Flagg)	209
Tyler	106, 108, 109
Wales	223, 224, 226
Washburn	111, 112, 133, 208, 219, 220, 308, 309, 316, 132
White	202, 204, 206, 210, 216, 220
Woodward	216, 318, 341

At the Providence campus:

Room 317 was upgraded under the NOMAD project. The Providence campus now has installed technology in 5 classrooms and upgraded one auditorium. These rooms include:

Providence 203, 423, 425, 427, 444, Paff Auditorium

Classroom Technology Level

In order to provide an overview of the technical capabilities of URI's general assignment classrooms, each room is categorized as a level between 0 – 3. As technology standards change, the categories will be modified. Last year 51 general assignment classrooms were a Level 0 (zero), meaning they had no installed classroom technology. That classification will need to be revised because now all general assignment classrooms are at least a Level 1. (The specific definition of the classroom technology levels can be found further below.) General assignment classrooms in the Kingston campus are now designated as:

	Qty	Example
Level 0	0	
Level 1	13	Independence 313
Level 2	91	Ballentine 101, Washburn 112
Level 3	3	CBLS 100, Chafee 244

Please keep in mind that the above quantities above reflect general assignment classrooms on the Kingston campus only. There are 7 classrooms at URI equipped with classroom capture systems, which are a Level 3 feature, however only 3 of them are general assignment rooms.

Technology Updates

Instructional Technology Center Upgrade - The Instructional Technology Center (ITC) in Chafee 208 has been upgraded and repurposed to focus on faculty use of classroom technology. It is a space to be used by faculty to learn how to use classroom technology from instructional technologist, and for faculty to share best pedagogical practices with

each other. The facility is equipped with movable furniture, an installed projector, an Accordant classroom capture system, Classspot problem based learning system, along with an annotation device with Crestron switcher. A Turning Point student response system is also available. Desktop PC's have been replaced with 20 dual-boot MacBook Pro laptops to provide maximum flexibility.

Academic WiFi – Wifi coverage has been expanded into all academic buildings on the Kingston Campus. During the past 12 months 500 wireless access points were added to URI's wireless network, bringing the current total to 1,300. (Wireless access points are similar to wireless routers found in many homes. However access points at URI have 3 radios instead of one, and all are equipped with the latest technology, delivering a robust connection.)

Targeted Improvements

Wireless Access – wireless connections currently time out after 20 minutes of inactivity, requiring the user to re-logon. A new technology to improve this experience has been in pilot since January. Performance has been inconsistent. Unfortunately many of those who have been using this technology during the test have had a poor experience. This is expected to be fixed in April.

Classroom Capture – The unreliability of the classroom capture systems installed as part of the NOMAD project has been unacceptable. The vendor HB Communications, and the manufacturer, Accordent are diligently working to rectify the situation. Engineers from both companies are combing through all of URI's Accordent systems and expect to have all systems running smoothly by the end of spring break.

Using Digital Media – The process of storing and retrieving input cables and improving the space used for instructors' laptops have been identified as issues with some of the new digital media classrooms. Media Technology Services is researching improvements in both areas.

Moving Forward

Classroom upgrades – The Providence campus is in the process installing technology in 7 additional rooms. These rooms will be equipped similarly to the 5 rooms identified above, and are expected to be complete by the end of June.

Digital media upgrades – As expected, instructors using laptops that have only HDMI video ports are experiencing problems connecting to video equipment that is not digital ready. Although the equipment installed during the past 12 months has the latest digital connections, the majority of the previously installed equipment needs to be upgraded or adapted, to accommodate digital connections.

Classroom Technology Levels

There are 4 basic levels of technology installed in URI classrooms listed as level 0 through level 3 below. The levels are defined as follows:

- Level 0
 - Projection Screen (3:4 analog)
 - Overhead Projector on cart
 - Network connection ports

- Level 1
 - Projection Screen (3:4 analog or 10:16 digital)
 - Network connection ports
 - Installed Ceiling LCD data/video projector
 - Projector Control
 - Projected image and marker board can be used simultaneously
 - Instructor table / podium

- Level 2
 - Includes all of Level 1
 - Computer / Video Input Source Switcher
 - VHS player*
 - DVD player*
 - Sound system with volume control (depending on room size)
 - May also have:
 - o Audio cassette deck*
 - o SmartBoard
 - o Flat panel display(s)
 - o Collaboration software with host CPU(s)

- Level 3
 - Includes Level 2 items
 - Document camera
 - Wired and/or wireless microphones
 - Classroom capture software
 - Installed classroom computer
 - Sympodium input/annotation device
 - Assisted Listening System

- NOTE: The audiovisual industry is in the midst of transitioning to digital media. Industry support for analog equipment is being phased out between 1/1/11 and 12/31/13. For more information, Google 'analog sunset'. To prepare for this migration, URI has upgraded the classroom technology standards as follows:

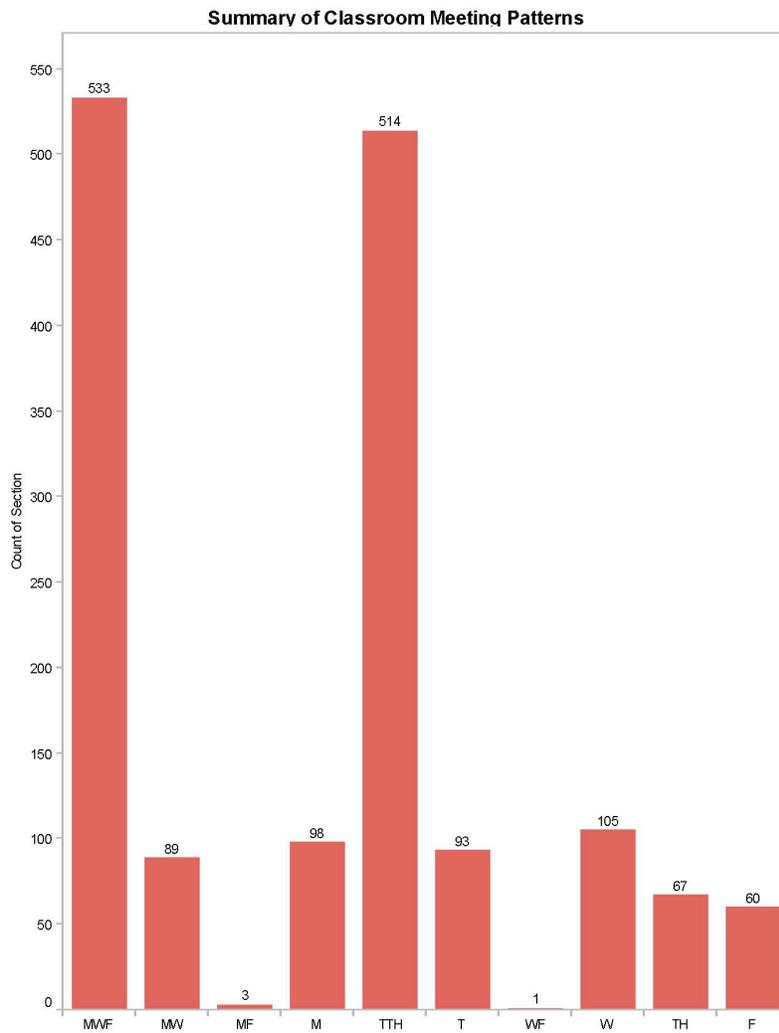
- All existing analog equipment installs will be transitioned to digital equipment in a phased rollout. (DVD players will be replaced by Blu-Ray players which also play

DVDs. Audio cassette decks will be replaced by iPod docking stations. VHS players will only be available as daily loan equipment.)

- All new equipment installs will be digital; (VGA + audio), (DVI + audio) and HDMI laptop connections will be supported.

APPENDIX C – JCSC ANNUAL REPORT APRIL 2011

Summary of Classroom Meeting Patterns



John Humphrey
Senior Associate Director – Registrar
Enrollment Services
March 17, 2011

Definitions

General Assignment Classroom - Scheduling courses controlled by Enrollment Services. Classrooms shared by all departments.

Non General Assignment Classroom – Scheduling controlled by Departments/College. Not routinely shared by other departments.

Standard Meeting Pattern – MWF and/or T/TH

Non Standard Meeting Pattern – All other configurations

Standard time blocks:

MWF 8	T/TH 8 – 9:15
MWF 9	T/TH 9:30 – 10:45
MWF 10	T/TH 11- 12:15
MWF 11	T/TH 12:30 – 1:45
MWF 12	T/TH 2 – 3:15
MWF 1	T/TH 3:30 – 4:45
MWF 2	T/TH 5 – 6:15
MWF 3	
MWF 4	
MWF 5	

Non Standard time blocks – all others

Standard week – 50 hours: Monday – Friday

History/Benchmarks

2003/2004 Rickes Associates Analysis

General Assignment Classrooms = 110

1130 day courses scheduled in General Assignment Classrooms

Standard Meeting Pattern M/W/F and T/TH

451 M/W/F and 374 T/TH offerings

15 Standard time blocks on M/W/F, T/TH

29 non standard time blocks to schedule General Assignment Classrooms

44 individual meeting patterns currently in use

45 hour standard M-F week

Fall 2006 Enrollment Services Analysis

General Assignment Classrooms = 105

1466 course sections scheduled in General Assignment Classrooms

Standard Meeting Pattern M/W/F and T/TH

471 M/W/F and 451 T/TH offerings

17 Standard time blocks on M/W/F, T/TH

29 Non Standard time blocks to schedule General Assignment Classrooms

46 individual meeting patterns currently in use

45 hour standard M-F week

Fall 2010 Enrollment Services Analysis

General Assignment Classrooms = 106

1563 course sections scheduled in General Assignment Classrooms

Standard Meeting Pattern M/W/F and T/TH

533 M/W/F and 514 T/TH

22 Standard time blocks on M/W/F, T/TH

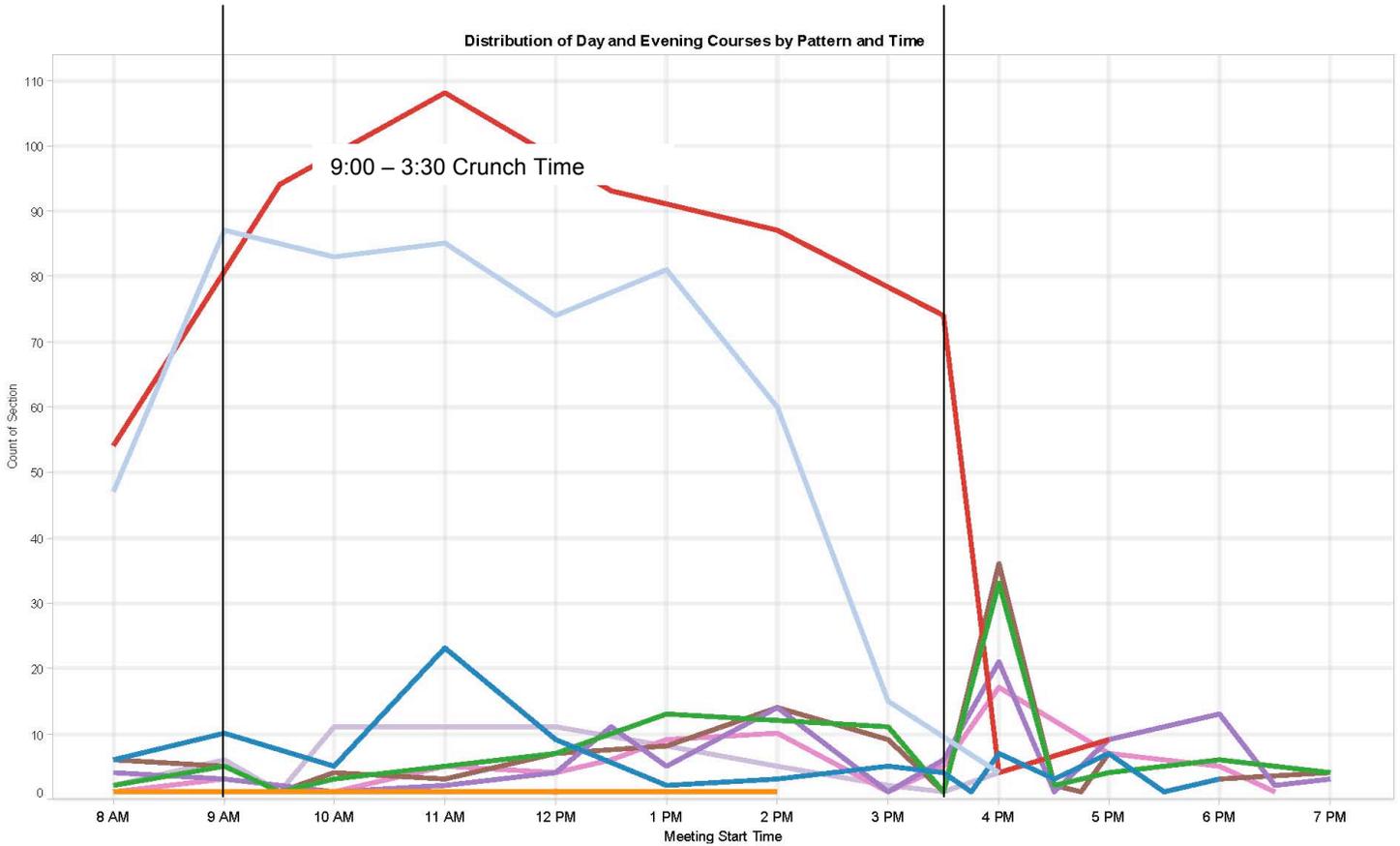
39 Non Standard time blocks to schedule General Assignment Classrooms

61 individual meeting patterns currently in use

50 hour standard M-F week*

*Beginning Fall 2007 Scheduling guidelines were updated to allow for expansion of the standard M-F week to 50 hours

The following detail indicates URI's "Crunch Time" between mid morning and early afternoon (9:00 a. m. and 3:30 p.m.). Previous analysis in 2003 and 2006 showed a "Crunch Time" between 10:00 a.m. and 2:00 p.m. Expansion of this time frame can be explained in part by the increase in the number of sections offered and the increase from 45 to 50 hours as the standard M-F week instituted in Fall 2007.



Detail analysis of Fall 2010 Distribution of Day and Evening Courses by Pattern and Start Time for the 106 General Assignment Classrooms. It can be seen in this detail that URI has a particular "Crunch Time" between mid-morning and early afternoon (9:00 a.m. and 3:30 p.m.) where classrooms are in heavy use. At the T/TH peak, all 106 General Assignment classrooms are in use. As a whole, there is a distinct drop off after 3:30 p.m. A spike at 4:00 p.m. for M, T, W, MW patterns does occur and is primarily recitation/second meeting times.

- Pat
- MWF
- MW
- MF
- M
- TTH
- T
- WF
- W
- TH
- F

The following is an analysis of the overall meeting patterns used to schedule our General Assignment Classrooms for Fall 2006 and Fall 2010 with a comparison to Non-General Assignment Classrooms.

General Assignment Classroom Meeting Pattern Analysis 2069											
Day	MWF	MW	MF	M	TTH	T	WF	W	TH	F	
Total Sections	471	116	4	90	451	91	1	113	73	56	1466

Non-General Assignment Classroom Meeting Pattern Analysis 2069											
Day	MWF	MW	MF	M	TTH	T	WF	W	TH	F	
Total Sections	123	100	0	133	179	163	9	158	148	71	1084

General Assignment Classroom Meeting Pattern Analysis 2109											
Day	MWF	MW	MF	M	TTH	T	WF	W	TH	F	
Total Sections	533	89	3	98	514	93	1	105	67	60	1563

Non-General Assignment Classroom Meeting Pattern Analysis 2109											
Day	MWF	MW	MF	M	TTH	T	WF	W	TH	F	
Total Sections	59	92	2	133	174	178	10	164	178	94	1084

M/W/F remains the predominant scheduling combination for General Assignment classrooms followed by T/TH.

For Non-General Assignment classrooms the T/TH scheduling combination was dominant in Fall 2006. For Fall 2010, T only and TH only sections surpass T/TH by 4 course sections.

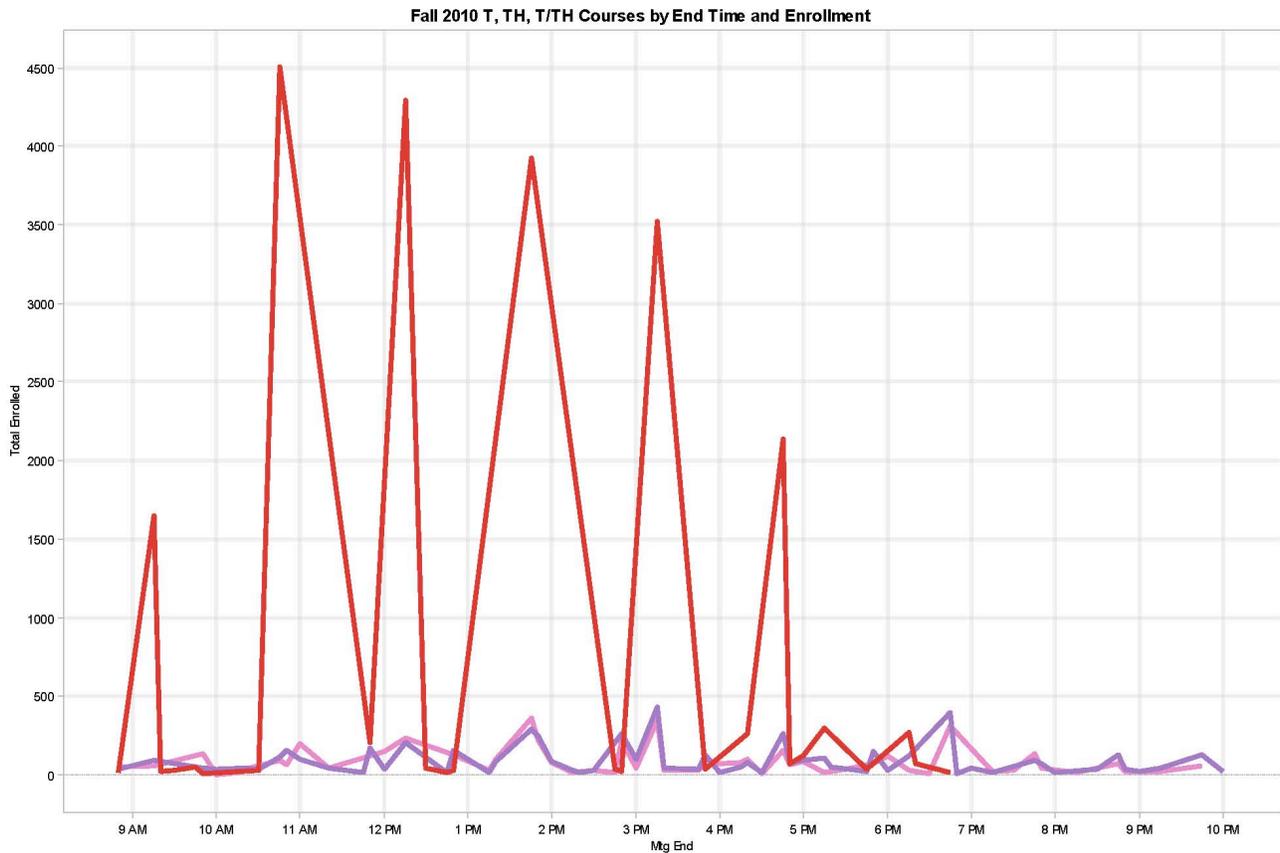
Conclusion

In 2007 our goal was to expand the weekly schedule from 45 to 50 hours and to spread out “Crunch Time” by utilizing early afternoon time frames for scheduling General Assignment Classrooms. We have had mixed success since 2007 implementing this expanded schedule.

M/W/F afternoon offerings from 3pm – 5 pm expanded from 5 – 18 but no offerings M/W/F at 5pm start time.

T/TH afternoon offerings from 3:30 pm – 6:15 pm expanded from 45 – 71 with 3:30 pm – 4:45 pm gaining the most sections.

One unanticipated result of this change in the meeting pattern has been the affect on traffic patterns on Upper College Road on T/TH after 3:30 pm. An analysis of the enrollment in sections with end times between 3:30 and 5:00 pm shows that over 7000 students are exiting buildings at the time. This combined with the overlap of Faculty and Staff leaving for the day has created traffic issues for those leaving and entering the campus at that time.



Detail analysis of Fall 2010 T, TH, T/TH course End times.

Pat
■ TTH
■ T
■ TH

Further expansion of the schedule can be achieved by utilizing M/W with a start time of 4pm or later.

8:00 am also continues to be underutilized in the M/W/F pattern.

Traffic patterns have to be considered with any move to expand afternoon courses. Building in a “buffer” of time may be needed on the T/TH meeting pattern allowing for

students/faculty/staff to exit the campus before the next meeting time resumes. An additional meeting time of 6:30 – 7:45 on T/TH could be added in place of the 3:30 – 4:45pm offering as one example.

APPENDIX D – JCSC ANNUAL REPORT APRIL 2011

JOINT CLASSROOM STEERING COMMITTEE

STRATEGIC ISSUES 2010-2012

NOTE: these are not in any priority ordering

Physical Plant

- Assess and improve furniture conditions in the classrooms
- Improve Lighting conditions
- Improve environmental control – i.e. heating and air condition in classrooms
- Enhance classroom security and access to rooms
- Continue to improve upon and stay informed as to the maintenance of classrooms – (through CMT)
- Improve general upkeep and cleanliness of classrooms

Instructional Technology

- Continued focus on technology support for classrooms
- Assess the use of technology in high end technology classrooms
 - Student and faculty satisfaction
 - Impact on learning environment
 - Use of that technology
- Ensure that faculty have access to appropriate technology/ equipment (laptops) and other related personal technology
 - Understand their needs and use of this equipment
- Expand faculty technology training and development
- Consider the role of incentives for promoting faculty use of technology
- Continued focus on standards for all classrooms in terms of technology
 - Survey

- Committee to assess needs

Course Logistics & Academic Support

- Expand and enhance the schedule of class offerings to better utilize a full day and meet student needs
 - Reducing traffic
 - Explore standardizing times
 - Utilizing classrooms longer hours – after 4:45pm – which would also accommodate family friendly needs
- Consider the size of classrooms needed for foreseeable future
- Understand the general needs of the faculty, departments, and deans relative to teaching and the support provided by the learning environment
 - Through the use of surveys and focus groups

Distance Learning

- Better address needs for large classes
 - Looking at use of virtual opportunities to address large classes
- Determine the best way to leverage capture of classroom content and upload it
 - Formalize and coordinate the delivery of this service