

MINUTES OF THE UNIVERSITY SENATE

The December 9, 1986 meeting of the University Senate was called to order by Chairman Gary Buterbaugh at 3:25 p.m. in McVitty Auditorium, Sprowls Hall.

Senators Cignetti, Dakak, Storm, Como, Wingard, Drescher, Curey and Duntley were excused from the meeting. In addition, the following Senators were also absent: Altimus, Ford, Hall, Marx, Ames, Andrew, Brown, Chamberlin, Gates, Halapin, Hunter, Hyder, Juliette, Rowell, Russell, Steele, Voelker, Bogan, Bormann, Bright, Carranza, Craig, H. Cunningham, Dudd, Forbes, Frank, Murray, Mutchnick, Tompkins, Welker, Adney, Quintal, Achtzehn, Albert, Anderson, Beren, Burg, Carey, Conley, Conway, Chesto, Deihl, Delfine, Faloney, Glass, Hackman, Holt, Hughes, Means, Mariskanish, McCartney, Miller, Murray, Neugenbauer, Ohrun, Nocek, Rathway, Rossi, Rykaceski, Vanmeter, Vendetti, Wasinski, Wise, Brown, Crowely, Glenn, M. Brown and Dougherty.

The meeting continued with the completion of the November agenda, starting with the following ad hoc committee reports:

1. Budget Committee - Senator Wilma Hunter - See Attachment A
2. Athletic Policy Committee - Senator William Blacksmith - See Attachment B
3. Long Range Planning Committee - Senator Gary McClosky - See Attachment C (not available)

On a motion by Senator Concannon, seconded by Senator Kerr, the Senate allowed the following item of New Business to be brought to the floor of the Senate:

Motion: That the following regulation be reaffirmed or be reinstated with the understanding that the committee on student affairs review the regulation and report to the University Senate this academic year.

ADMINISTRATIVE MANUAL - Section 6122 - Mimeographed or Duplicated Instructional Materials

Mimeographed or any type of duplicated material to be used for instructional purposes, written by staff members, and reproduced at university expense, shall be distributed free of charge to students. Such materials reproduced at a staff member's expense shall be sold in the University Book Store by special arrangements with the manager. (See also "Textbooks," Section 6127)

Insofar as possible, all materials for mimeographing by the University Printing and Duplicating Center should be in the Center at least 48 hours before needed for distribution.

The motion was amended to read: That the following regulation be reviewed by the Committee on Student Affairs with the understanding that the special committee on manuscripts which was recently appointed review the regulation and report to the University Senate this academic year.

The motion was then passed by the Senate.

(This concludes the November 1986 agenda.)

See Attachment D for President John Welty's report to the Senate.

Chairman Buterbaugh reported to the senate on the following items:

1. All actions of the University Senate were approved at the recent meeting of the Council of Trustees with the exception of the RORB Policy, and this item will be reconsidered by the Senate at its next meeting.
2. Reminded Senators that the 3 x 5 card with address label attached to the agenda is to be deposited in the box at the back of the auditorium as our new method of taking attendance at meetings.
3. The Senate General Education Committee hopes to receive the report of the General Education Task Force Committee shortly and will hold a two-day retreat on January 18 and 19 to discuss it. The matter should then come to the Senate at a special meeting during the second semester.
4. Senator Kroah has been elected Chair of the Research, Library and Educational Services Committee until the end of the first semester.

Vice Chairman Concannon reported to the Senate that an error had been made in the recent election of fifteen students to the Senate. Six had been screened-in in October and didn't have to run for re-election--they are still on the Senate and the top 9 in votes will be added to the roster in January. Concannon also noted that student senators who miss two or three meetings per semester will be replaced. He also reminded committee chairs that he appreciates receiving copies of the committee meeting minutes.

Senator Staszekiewicz reported to the Senate on the progress of the Middle States Accreditation with respect to the team which will be on campus March 29-30, 1987.

The Rules Committee listed the following for Senate information:

1. Agenda items are to be submitted to Senator Nastase (Weyandt 10, ext. 2993) ten work days prior to the meeting date.
2. All meetings of the University Senate for Spring 1987 are scheduled in Pratt Auditorium.
3. 1987 meeting dates: January 27, 1987 February 17, 1987
 March 10, 1987 April 14, 1987

On a motion by Senator Shirey, seconded by Senator Abrams, the minutes of the November 11, 1987 meeting were approved as published.

On a motion by Senator Sommer, seconded by Senator Ali, approval was given to permit the Curriculum Committee to give its report, as follows, including the approval of one new course:

HP 160 - Downhill Skiing - 1 credit - See Attachment E

See Attachments F, G, H and I for information from the Curriculum Committee.

As moved by the Graduate Committee, the Senate approved the following:

"Terminating activities in graduate courses will be held during the final examination week of the academic calendar."

Chairperson Wiley of the Development and Finance Committee reported on the final report of the Task Force on Assignment of Classroom Space. There will be a meeting of this task force on Thursday, December 11 in the Library at 3:15 p.m. The final report is to be submitted to President Welty by February 1, 1987. See Attachment J.

The following item of New Business was brought to the floor:

MOTION: THAT the Student Affairs Committee develop a Suggested Code of Civility for the classroom. The Code would apply to instructors and to students. It should be a short code, possibly limited to ten items, items that might change with the times. (God could trust Moses with only ten. Can we ask for more?) The purpose of the Code is not for enforcement but for guidance in a world of change. Possible suggestions:

1. Please be polite in general.
2. Please try to be on time in this complex world.
3. Please keep your feet off furniture. (No one likes to sit where your feet have been.)
4. Please do not use tobacco products in the classroom.
5. Please do not eat or drink in the classroom, unless it is part of the regular activity or unless you have brought enough for all.
6. Please do not wear hats in the classroom, unless you are complying with a religious ordinance or unless you have a scalp infection or lice.
7. Please inform the appropriate person ahead of time if there is a change required from the normal routine in class.

The University is a major institution for the development and diffusion of civilization. To be civil is to be civilized is to be a part of civilization. While innovation is also a function of the University, this should not be to the detriment of civility or civilization.

On a motion by Senator Cunningham, seconded by Senator Concannon, the meeting was extended by five minutes to consider this item. Discussion on the item was still in progress at the end of the five-minute extension; therefore, the meeting will be continued at the January 27, 1987 meeting.

Respectfully submitted,



Anthony J. Nastase
Secretary of the University Senate

REPORT OF THE ATHLETIC POLICY COMMITTEE
SENATOR WILLIAM BLACKSMITH
December 9, 1986

During this academic year the Committee will try to:

1. Review the academic progress of all student athletes
2. Make recommendations for a drug testing program
3. Review proposed intercollegiate and Student Cooperative Association athletic budgets
4. Provide a report on the academic services available to student athletes
5. Make recommendations on the proposed allocation of the \$500,000 appropriated through the bond issue. There have been a number of suggestions for the use of these funds, including development of fields at Robertshaw, re-allocation of existing field space, artificial turf at Miller Stadium, etc.

In addition, there are numerous other issues and items that this committee should be concerned with, including policy issues of the PIAA and NCAA.

The committee welcomes your input into any of these matters.

University Budget Committee

The University Budget Committee met November 6, 1986, to review the 1987-1988 Budget Request Model. The discussion of the model was the main thrust of the meeting. The 1987-88 Budget Model covers the major budgetary areas of income, personnel expenses, and operating expenses. I will provide information about each of the areas; however, this information will not cover each line item.

I. Income

The FY 1987-1988 Budget Model includes a request for an increase in State Appropriations of 15.6% over the FY 1986-87 allocation. There is no tuition increase included; however, there is a 4% increase projected for auxiliary fee income. The projected monetary carryover from the previous year (\$350,000) remains unchanged.

The total income, estimated appropriations and estimated revenue, for FY 1987-88 is \$89,728,000.

II. Expenses - Personal Costs

The Budget Model does not include the collective bargaining agreement nor any employee pay raises that might be awarded in FY 1987-88. It does include a request for funding for 200 graduate assistants (one-half equivalents) at stipends of \$4,050 per year. A request for seventeen teaching associates, at one-half instructor's salary, plus benefits, is also included. Additionally there is a line item for four new faculty and ten non-instructional positions.

The subtotal for personnel costs is \$59,861,000. This represents \$1,219,633 or 2.08% increase over the FY 1986-87 model.

page two

III. Operating Expenses

There are projected increases for electricity, water, and sewage rates based upon historical data and input from company representatives. The projected increase in the cost of coal is 6% while the projected increase in natural gas is 9.89%.

The capital repair and renovation projects request is \$2,500,000 or 56.25% greater than FY 1986-87.

The Special Allocation Requests are:

1. Library	\$6000,000
2. Program Development	150,000
3. Doctoral Program Enhancement	300,000
4. University Image Enhancements	52,000
5. Faculty Released Time	100,000
6. Teaching Associates	155,000
7. General Education Changes	100,000
8. Faculty Development	40,000
9. Strengthen Master's Program	100,000
10. Academic Program Enhancements	900,000
11. Academic Program Initiatives	1,000,000

The annual repayment for the bond issue of June 1986 remains unchanged. It is currently \$807,000.

After reviewing this request model it was submitted to the Chancellor's Office.


Wilma King Hunter
Department of History

University Budget Meeting of November 20, 1986

The University Budget Committee met November 20, 1986, to review the Revised Budget Model for FY 1986-87. The committee received a copy of the FY 1986-87 model and a summary listing of all budget revisions showing adjustments made in revenue and expenditures. The total expenditure adjustments were \$2,296,756. The net adjustments were \$1,684,245.

Mr. Edward Norberg provided the committee with tentative allocations that were recommended by the Finance Office to each of the University divisions, based upon supplemental requests from each vice president. The committee accepted the revised FY 1986-87 model and recommended to the president that supplemental allocations be made.

Supplemental allocations include:

a. Faculty registration complement-Spring	\$120,000
b. Academic equipment	300,000
c. Capital Repair projects	500,000
d. Electrical Backup System	150,000
e. Library	100,000
Subtotal	1,170,000
Allocations to Departments	514,244
Supplemental allocations total	\$1,684,244

Since the November 20, 1986, meeting, I have been informed by Mr. Norberg that the president has approved the recommended supplemental allocations and the allocations are being distributed to each of the Vice Presidential areas.

The Budget Committee has scheduled a meeting for December 15, 1986.

Steve Bigg Hunter
Dept. of History

President Welty's Report to the University Senate

As the semester draws to a close I would like to take this opportunity to thank all of you, and in particular those of you who have spent so much time with Senate committees and other business this semester. We have had an excellent semester and progress has been made on a number of the goals which had been established for the coming year. I deeply appreciate the commitment and dedication exhibited by members of the Senate and the University community. I believe next semester will be very exciting as the Senate begins to debate the proposal for a revised general education program, as well as address other issues which will come before us.

I would like to report to you that the Telecommunications Advisory Committee, which has been working for the past 18 months to study the University's telecommunications facilities and needs, has forwarded several recommendations. This Advisory Committee which consists of students, faculty and administrators, and is chaired by Sharon Brown-McGowan, Assistant to the Provost, conducted an extensive review of the University's telecommunications needs. That review led to requesting proposals from 14 different firms with regard to how these firms would address the University's telecommunications needs for the future. These proposals have been reviewed and, in addition, members of the committee have traveled to Carnegie-Mellon University which has a Bell of Pennsylvania installation and Ohio University which has a Honeywell telecommunications installation to review both systems in detail. After this extensive review and study the Telecommunications Advisory Committee has recommended through Dr. Staszekiewicz and Vice President Norberg, who are responsible for the university-wide computing system, that we take the following action:

1. That we enter into negotiations with Bell of Pennsylvania to pursue a six- or eight-year agreement for a Centrex telecommunications system.
2. That IUP procure a Gandalf Data Switch to be installed in the Bell of Pennsylvania Indiana Office to serve IUP data transmission needs for the immediate future.
3. That a consultant be retained who is knowledgeable with the Centrex system to provide guidance and technical advice in negotiations with Bell of Pa.
4. That existing lease key equipment be replaced with purchased equipment.
5. That the branch campuses maintain their current telecommunications providers; that additional equipment be purchased for the upgrading of data and voice services to the two branch campus.
6. That the administration and management of the University's telecommunication system be consolidated within one division with that office having total responsibility for telecommunications systems and operations.
7. That the funding for the above recommendations be utilized from funds which we have realized through the State System of Higher Education Bond issue for telecommunications, and finally,
8. That the Telecommunications Advisory Committee continue to remain in existence to advise on these recommendations.

I am in the process of completing a final review of the recommendations. It would appear at this time that we will adopt the recommendations as presented. I would be happy to answer questions or if you wish further information, I am sure that Ms. Brown-McGowan or any member of the Committee would be happy to provide that information to you. Members of the committee include: Ms. Sharon Brown-McGowan, Kevin Benz, Gary Buterbaugh, Dr. Howard Cox, Mr. John R. Dale, Mr. Maurice Fox, Mr. Richard Lamberski, Mr. Walter Laude, Ms. Loretta Mumua, Mr. Robert Blakely and Mr. Mark Strawcutter.

I am also pleased to report that the Master of Fine Arts degree was approved yesterday by the Board of Governors of the State System of Higher Education. This approval immediately authorizes our Art Department to begin offering that degree. I congratulate the Department and their faculty on the outstanding job which they did in preparing the proposal which was approved by the Senate last year.

I believe that Dr. Staszkievicz will provide you shortly an update on the Middle States report which is moving toward its conclusion and will be addressed in March, 1987.

I also have been advised that the revised plan for the Computing Services Advisory Committee will be forthcoming at the end of the semester and open meetings will be scheduled during the early part of the spring semester to receive comments on the plan. This, too, is a very important project in our overall planning for the coming years.

The State System of Higher Education entered into a contract with the firm of Spotts, Stevens and McCoy this past year to conduct a thorough study of the potential hazards of asbestos on System campuses. The results of this study have been received. We are developing a plan of action to address these potential hazards and I will review that plan with leaders of our bargaining units and your chair before the end of the semester. The full plan will be available next semester.

Finally, it is a pleasure to report that our annual fund-raising campaigns have gone extremely well this fall. The annual Alumni Phonathon resulted in pledges of \$235,000 which is an increase of 10% over last year. The University Family Campaign was extremely successful as 303 individuals pledged over \$30,000. This represents a 48 percent increase in participation and a 54 percent increase in contributions. The new Dr. Willis E. Pratt Award which recognized the division with the highest per capita amount was awarded to the College of Fine Arts, and the President's Cup which recognizes the division that has the highest percentage of participation was won by the College of Natural Sciences and Mathematics.

Our first ever Parents' Phonathon was also very successful as the Campaign posted record results with 3,100 parents pledging in excess of \$32,500. And finally, the Retired Faculty Campaign which is still in process has been very successful. As of this date, approximately \$6,000 has been pledged, with 26 new participants and 23 renewals.

The President's Council Campaign, which represents that group of donors who contribute \$1,000 or more each year, is currently in process and I am pleased to report that we have 143 members committed for the 1987 year which represents a 12 percent increase over last year. Of the 143 members, 44 are new and 99 have renewed their membership. Our goal is to achieve 200 members during the 1987 year.

I deeply appreciate the support which we are receiving from alumni, faculty, staff and friends of the University. This is the type of support which we need so that we can continue to support additional scholarship opportunities for students, faculty development efforts, and other special programs and projects that we are not able to fund through regular budgets.

We have received from the State System of Higher Education Faculty Development Council guidelines for submission of proposals for funding of faculty development efforts. The Board of Governors has allocated \$60,000 to fund pilot grant programs proposed by the System Council. The proposals are invited in the five areas of joint faculty student research; applied research and public service; improvement of teaching and learning; curriculum development or revision; and enhancement of institutional faculty development programs. The IUP Faculty Development Committee will be disseminating information on procedures to be followed for submission of proposals to our campus committee which will complete an initial review before forwarding them to me for submission to the State System Council. The deadline for submission to the State System Council is March 18, 1987. You may contact Provost Richards if you desire further information concerning this program.

Once again, I thank all of you for your work this semester. Please have an enjoyable holiday season and I look forward to the spring semester.

DOWNHILL SKIING
HP 160

I. Introduction

This course is intended to aid the novice in learning the basics of downhill skiing. Instruction will be geared for students who have little or no skiing experience in proper use of equipment, safety, use of lifts and progressive development of the parallel ski technique.

II. General Objective

- A. To learn the origin and development of skiing
- B. To work through conditioning for skiers
- C. To understand the selection and care of equipment
- D. To learn the basics of the parallel ski technique
 - (1) Fundamentals and drills
 - (2) Rules etiquette and safety

III. Specific Objectives

- A. Origin, history and development of skiing
- B. Conditioning for skiers
 - (1) How to develop strength
 - (2) How to increase muscular endurance
 - (3) How to increase flexibility
 - (4) How to increase cardiovascular endurance
 - (5) Muscle involvement in skiing
 - (6) Muscle exercise program
- C. Selection and care of equipment
 - (1) Which skis
 - (a) metal
 - (b) fiberglass
 - (c) length
 - (2) Which bindings
 - (3) How to select boots
 - (4) Which poles to buy
 - (5) What clothing to buy
 - (6) Care of equipment
- D. The American Teaching Method (ATM)
 - (1) Specific maneuvers and exercises
 - (a) Straight running
 - (b) Basic wedge
 - (c) The wedge turn
 - (d) Traverse position
 - (e) Learning to skid the turn
 - (f) Side slipping
 - (g) Pole plant
 - (h) Wide track turns
 - (i) Rebound turns

- (j) Short swing
- (k) Step turns
- (l) Stemming
- (m) Parallel step Christie
- (n) Scissor step
- (2) How to become a better skier
 - (a) How to handle speed
 - (b) Handling bumps
 - (c) How to ski deep snow

IV. Content - General Guides

In class instruction: it is desirable to present material by the American Teaching Method. Instruction will be gauged to the ability of the class in general, rather than to develop the few individuals of outstanding ability. However, there will be different ability level groupings. The course will be taught in order of the specific objectives.

- A. A brief introduction of the history, content, and objectives of the course along with the text, course requirements, and equipment needed.
- B. Skiing will be the greatest stimulating factor for arousing interest; thus, the course content will be introduced as soon as possible.

V. Method of Instruction

The method of organization will utilize all of the available skiing space, with the maximum activity for all members and the protection against possible injury.

VI. Course Requirement

Each student will be responsible for the completion of the following tasks and assignments:

- A. Skill tests (mastery learning)
- B. Written tests
- C. Class assignments
- D. Oral examinations

VII. Evaluation

Evaluation of the student's progress is critical to a sound program. The values of evaluation:

- A. It helps the student to analyze his own skills which generally results in more rapid progress.
- B. It enables the teacher to divide the class into homogeneous ability groups.

- C. It has implications for the teacher who attempts to plan instructions on the basis of the needs of the students. Evaluation enables the instructor to determine needs.
- D. It can be a good means of motivating the students.
- E. It is the basis for assigning grades.
- F. It provides some indication of the degree of teaching success.

VIII. Method of Evaluation

The skill standards are set up in the specific objectives and this will be the criteria for basing the evaluation. The student will be expected to have a practical as well as a cognitive understanding of downhill skiing. The evaluation will be continuous throughout the course.

Selected Reference

Text: Tucker, Karl, Jensen, Clayne R. & Howard, Cary. Skiing (4th ed.)
Dubuque, Iowa: Wm. C. Brown Co., 1983.

SENATE UNDERGRADUATE CURRICULUM COMMITTEE

PROPOSALS

No.	Course or Proposal	Cmte. Action	Senate Action
85-86/20	Psychology Major Change	Approved 10/21/86	Approved 11/11/86
86-87/1-1	FN 408 Title Change	Approved 11/25/86	
86-87/1-2	HP 261, 262, 265, 266, 267 Course Changes	Approved 11/25/86	
86-87/1	Child Development/Family Relations Program Changes	Returned to Dept. 11/18/86	
86-87/2	Modification of Geology Minor	Scheduled 12/2/86	
86-87/3	CR 499, 482 Course Change; CR 299 New Course	Scheduled 12/2/86	
86-87/4	HP 160 New Course	Approved 11/25/86	
86-87/5	CO 335 New Course		
86-87/6	CH 340 New Course		
86-87/7	Foreign Language Options for Chemistry Majors		
86-87/8	SP 353 New Course		
86-87/9	HE 457 Microcomputers in Human Ecology	Returned to Dept. 11/18/86	
86-87/10	Course Number Changes for Institutional Credit	Approved 11/25/86	
86-87/11	GE 416/516 New Course		
86-87/12	Course Letter Prefix Change	Approved 11/25/86	

12/01/86
Curriculum Cmte.

M E M B E R S

Curriculum Committee

ADMINISTRATION

Dr. Hilda Richards
Provost and Vice President
for Academic Affairs
205 Sutton Hall
ext. 2219

Dr. Nicholas Kolb, Dean
School of Continuing Education
Whitmyre Hall
ext. 2209

Dr. Donald Eisen, Dean
College of Fine Arts
110 Sprowls Hall
ext. 2397

FACULTY

Mr. Lorrie J. Bright
English Department
111 Leonard Hall
ext. 2273

Dr. Joseph J. Costa
Chemistry Department
138 Weyandt Hall
ext. 2361

Dr. Anthony G. DeFurio
Art Department
115 Sprowls Hall
ext. 2530

Dr. Ronald A. Juliette
Communications Media Dept.
121 Stouffer Hall
ext. 2492

Dr. Sally A. Lipsky
Learning Center
208 Pratt Hall
ext. 2729

Dr. Imogene L. Moyer
Criminology Department
206 Walsh Hall
ext. 2720

Dr. Harold M. Sommer
German Department
455 Sutton Hall
ext. 3082

Dr. Jeanne M. Steele
Nursing Graduate Program
Johnson Hall
ext. 3091

STUDENTS

Sean Lauer
303 Lawrence Hall
ext. 5352

Lisa Morneweck
757 Locust Street
Indiana, PA 15701
349-0638

11/12/86

DEGREE-CREDIT COURSE RENUMBERING

<u>Current listing on course master file and in undergraduate catalog</u>	<u>Approved renumbering for course master file and in undergraduate catalog</u>
DE090 Adult Education	[delete from course master file -- has not been in catalog for 10+ years]
EN050 English for Foreign Students	EN150 English for Foreign Students
FR051 Conversation I	FR121 Conversation I
FR052 Conversation II	FR122 Conversation II
FR053 Conversation III	FR221 Conversation III
FR054 Conversation IV	FR222 Conversation IV
FR055 Adv Conversation I	FR321 Adv Conversation I
FR056 Adv Conversation II	FR322 Adv Conversation II
GM051 Conversation I	GM121 Conversation I
GM052 Conversation II	GM122 Conversation II
GM053 Conversation III	GM221 Conversation III
GM054 Conversation IV	GM222 Conversation IV
GM055 Adv Conversation I	GM321 Adv Conversation I
GM056 Adv Conversation II	GM322 Adv Conversation II
MA010 Basic Algebra	MA100 Basic Algebra
SP051 Conversation I	SP121 Conversation I
SP052 Conversation II	SP122 Conversation II
SP053 Conversation III	SP221 Conversation III
SP054 Conversation IV	SP222 Conversation IV
SP055 Adv Conversation I	SP321 Adv Conversation I
SP056 Adv Conversation II	SP322 Adv Conversation II

OLD PREFIX

FS 215 Business Statistics
 FS 241 Intro to MIS
 FS 310 Finance I
 FS 312 Risk and Insurance
 FS 320 Finance II
 FS 322 Life Insurance
 FS 324 Principles of Investments
 FS 350 Business Systems Technology
 FS 251 Bus. Systems Analysis & Design
 FS 255 Business Applications in COBOL
 FS 360 Management/Production Concepts
 FS 370 Advanced COBOL
 FS 380 Intro to Management Science
 FS 381 Forms Design and Contr.
 FS 382 EDP Auditing
 FS 385 Securities and Commodities
 FS 410 Fin. Institutions & Markets
 FS 420 Investment Analysis
 FS 422 Seminar in Finance
 FS 450 Data Base
 FS 451 Systems Analysis
 FS 470 Systems Design
 FS 480 Dist. Bus. Info. Systems
 FS 481 Special Topics
 FS 481 Special Topics
 FS 482 Independent Study
 FS 482 Independent Study
 FS 493 Finance Internship
 FS 499 MIS Internship
 FS 510 Fin. Institutions & Markets
 FS 520 Investment Analysis
 FS 522 Seminar in Finance
 FS 550 Data Base
 FS 551 Systems Analysis
 FS 570 Systems Design
 FS 580 Dist. Bus. Info. Systems
 FS 601 Quantitative Methods
 FS 602 Seminar Management Science
 FS 630 Financial Management
 FS 631 Advanced Financial Management
 FS 632 Seminar-Financial Issues
 FS 635 Prin. Investment Securities
 FS 640 Management Information Systems
 FS 641 Systems Analysis & Design
 FS 642 Business Appl. Development
 FS 850 Thesis
 FS 850 Thesis

PROPOSED PREFIX

QB 215 Business Statistics
 IM 241 Intro to MIS
 FI 310 Finance I
 FI 312 Risk and Insurance
 FI 320 Finance II
 FI 322 Life Insurance
 FI 324 Principles of Investments
 IM 350 Business Systems Technology
 IM 251 Bus. Systems Analysis & Design
 IM 255 Business Applications in COBOL
 QB 360 Management/Production Concepts
 IM 370 Advanced COBOL
 QB 380 Intro to Management Science
 IM 381 Forms Design and Contr.
 IM 382 EDP Auditing
 FI 385 Securities and Commodities
 FI 410 Fin. Institutions & Markets
 FI 420 Investment Analysis
 FI 422 Seminar in Finance
 IM 450 Data Base
 IM 451 Systems Analysis
 IM 470 Systems Design
 IM 480 Dist. Bus. Info. Systems
 FI 481 Special Topics
 IM 481 Special Topics
 FI 482 Independent Study
 IM 482 Independent Study
 FI 493 Finance Internship
 IM 493 MIS Internship
 FI 510 Fin. Institutions & Markets
 FI 520 Investment Analysis
 FI 522 Seminar in Finance
 IM 550 Data Base
 IM 551 Systems Analysis
 IM 570 Systems Design
 IM 580 Dist. Bus. Info. Systems
 QB 601 Quantitative Methods
 QB 602 Seminar Management Science
 FI 630 Financial Management
 FI 631 Advanced Financial Management
 FI 632 Seminar-Financial Issues
 FI 635 Prin. Investment Securities
 IM 640 Management Information Systems
 IM 641 Systems Analysis & Design
 IM 642 Business Appl. Development
 FI 850 Finance Thesis
 IM 850 MIS Thesis

Task Force on Assignment of Classroom Space

Final Report

In May, 1986, President Welty created a Task Force on Assignment of Classroom Space (TFACS). The Task Force was chaired by Dr. Mark Staszkievicz and consisted of Dr. Tom Goodrich, Dr. Rob Mutchnick, Mr. Fred Sehring, and Dr. Joanne Steiner. The TFACS was given the following charge:

1. Review the current classroom space utilization on campus to determine the degree of usage throughout the day and evening.
2. Review the major problems identified by colleges and departments in classroom utilization. In particular, review data provided as part of the space study analysis concerning classroom utilization.
3. Recommend a procedure for classroom space allocation which seeks to meet the following criteria:
 - a. Allows the central allocation of classroom space to maximize accessibility to all departments and insures full utilization of space throughout the day. Such a plan should try to develop a rotation system to assure that space is allocated on an equitable basis over a period of time.
 - b. Allows for the identification of special-use classrooms for those departments which absolutely must have them.
 - c. Assures, as much as possible, that faculty teaching assignments are as close to the location of the classroom as possible.

This report contains the TFACS's findings and recommendations.

Some departments have no departmentally-controlled classrooms while others have a relatively large number of such rooms. Departments with no classrooms must compete for available space while departments with a large number of classrooms have much more control over their schedules. One of the first concerns of the Task Force was to assess whether inequities in the allocation of departmentally-controlled classrooms were the result of an inappropriate allocation system, a shortage of classroom space on campus, or an inefficient utilization of existing facilities.

The conclusion of the Task Force was that the most significant problem with the assignment of classroom space stems from an inefficient utilization of current classrooms. Two factors contribute to this inefficient utilization. First, far too many classes are scheduled during a small range of times. That is, most classes are scheduled between 9:15 and 11:45 a.m. or at 1:00 p.m. on Monday, Wednesday, and Friday and between 9:45 a.m. and 1:00 p.m. on Tuesday and Thursday. Secondly, there is great variety in the starting times for classes. For example, during the Spring semester, 1986, Monday classes began at 8:00, 8:30, 9:00, 9:15, 10:00, 10:30, 11:15, 1:00, 1:15, 1:30, 2:15, and so on. This inconsistency means that some classrooms may overlap traditional starting times and, therefore, eliminate a classroom for two major periods.

* general use classroom

October 20, 1986

In addition to the problems cited above, the TFACS also discovered that most of the large classrooms and auditoria were under-utilized. Room-by-room reviews showed that these classrooms are traditionally under-utilized in both the number of hours used and the total number of students taught.

The Task Force is also concerned that there is no clear definition of, nor policy for, establishing special-use classrooms on campus. A problem exists when a department labels a classroom as a special-use classroom because, in effect, it removes that room from general use by the University. Certainly, rooms which contain laboratory equipment or computers may appropriately be labeled special-use classrooms. However, it appears that some departments have created "seminar rooms," "student lounges," "curriculum laboratories," "computer labs," "libraries," "offices," and other special use facilities from existing classroom space. While the Task Force does not question the need for such facilities, it is concerned that there are no clear policies for modifying existing classroom space for such purposes. In fact, the TFACS is concerned that no definition exists for what constitutes a special-use facility.

The Task Force also discovered that there is no complete and accurate inventory of current classroom facilities on campus. While some effort is made to obtain such information, the current inventory was not very useful to the TFACS because not all rooms are included, the history of room changes is not maintained, the inventory is not updated in a timely manner, and a number of important data are simply not collected.

Finally, the Task Force discovered that there is no established policy by which departments are assigned departmentally-controlled classroom space. This lack of clear procedures and guidelines have led to an inequitable allocation to some departments.

To summarize, the Task Force identified the following problems with current classroom space allocation and utilization procedures:

1. Classes are unevenly distributed throughout the day.
2. There is too much variety in starting times for classes.
3. There are no clear definitions of special-use classrooms and no policies for their creation or reclassification.
4. There is an under-utilization of large classrooms.
5. There is no accurate and complete inventory of classrooms.
6. There are no policies or procedures for assigning departmentally-controlled classrooms.

Recommendations

In order to address these problems the Task Force makes the following recommendations:

1. In order to provide for more efficient use of existing facilities, course offerings should be more evenly distributed throughout the day. Distributing courses more evenly would also benefit students by providing them with fewer scheduling conflicts. In order to accomplish this, the Task Force recommends that:
 - a. No more than 60 percent of a department's course offerings may be on a MONDAY-WEDNESDAY-FRIDAY sequence or on a TUESDAY-THURSDAY sequence.
 - b. On any given Monday, Wednesday, or Friday, no more than 17 percent of the department's courses may be in any single period for that day.
 - c. On any given Tuesday or Thursday, no more than 20 percent of the department's courses may be in any single period for that day.
2. The University should establish fewer standard starting times for courses. An Ad Hoc committee should be formed to develop a proposal for review by the University community.
3. Each department should have its own classrooms. The allocation of these classrooms should be based on a formula which would be fair to all departments. Based on the assumption that courses will be more evenly distributed by implementing recommendations one and two, the TFACS believes that a sufficient number of classrooms exist and that the following formula is equitable. For each department the total number of hours per week of regularly scheduled instruction will be computed for each of the last two fall semesters, and the larger of the two semesters will be used for each department. For purposes of the formula, a course with three hours of instruction per week in a classroom and one hour per week in a laboratory will generate three weekly hours of classroom use. The total classroom hours (TCH) calculated will then be used in the following formula to determine the number of classrooms each department should be allocated:

$$\text{TCH}/3 \times 60\% \times 17\% = \text{CAPTURED CLASSROOM ENTITLEMENT}$$

The TFACS believes that if each department were allocated this number of classrooms and distributed their classes more evenly throughout the day, the department would be able to teach virtually all courses in its own classrooms.
4. Unallocated classrooms and unscheduled departmentally-controlled classrooms would be placed in a pool and scheduled by the Scheduling Center.
5. A standing classroom space committee, chaired by the University Scheduling Officer, the Associate Registrar, should be established. This committee would be responsible for reviewing departments' requests in such areas as:
 - a. Departmentally-controlled classrooms (exceptions to the formula)

October 20, 1986

- b. Special-use rooms (e.g., computer labs, curriculum centers, lounges)
 - c. Changes in allocations
6. The University should purchase (or develop) a computerized room inventory system. Each room in every building should be maintained in the inventory and should be identified by its primary purpose. For rooms identified as classrooms, the following fields should be maintained: seating capacity, storage space, fixed equipment (e.g., water, gas, overhead, etc.), number of electrical outlets, number of chalkboards, types of desks, accessibility, television cable hookup, carpeting, air conditioning, shades or curtains on windows, and primary department. This list is not intended to be exhaustive and is only indicative of the types of data which would be useful for scheduling purposes.
 7. Once the room inventory is complete, each room identified as a classroom should not be used for any other purpose without the recommendation of the standing classroom space committee and the approval of the Provost or designee.
 8. The effectiveness of the above recommendations, if accepted, should be reviewed by the appropriate Senate Committee two years after implementation.

If these recommendations are adopted, procedures will be established for their implementation. The TFACS recommends that for the allocation of departmentally-controlled classrooms, each department should be asked to meet with the standing classroom space committee to review initial allocations and the department's use of or need for rooms for other purposes. The committee should make its recommendations to the Provost or designee for final assignment of space.

MJS3/sad
10/20/86