

Appendix A: Departmental Instructional Space Survey Results

Department Information	No. of classrooms	Dept Utilization Rate	Software used to track	Target Utilization Rate	Process used to arrive at rate	Trend Analysis Available
Public Health <i>Guy Piotrowski</i> 4-1991	7	Unknown	None	None	N/A	Not that he is aware of
English <i>Bev Atkinson</i> 5-9341	2	Unknown	MicroPro used to schedule	None that she's aware of	N/A	No
Social Work <i>Deb Snouffer</i> 4-3728	9	Unknown	Groupwise	None	N/A	No
General College <i>Alice Ross</i> 6-7141	15 which includes 3 science labs	91.68% without science labs and 87.1% including science labs	Word and Excel	90%	It was a college decision that together we would try to maximize the usage of all classrooms	No, not in report form.
Speech, Language and Hearing <i>Jennifer Reckner</i> 4-5576	2	Unknown	Excel	None	N/A	No
Journalism and Mass Communications <i>Jean Kucera</i> 5-5598	7	9 classes per week average	UMCal and Resource 25	Using all of our available classrooms for all open slots. Depends on how long each class runs and how many sections we have, which will determine how many classes we can accommodate each day among the 7 classrooms.	?	No
Nursing <i>Monica Colberg & Ruth Linqvist</i> 4-5546	8	Percent of use by day ranged over 5 days from 22% to 69%. Overall percentage of classroom use for the time period was 47%.	Meeting Maker and FileMaker Pro	None	N/A	None
Theatre Arts and Dance <i>Jean Montgomery</i> 5-9382	15 in Rarig Center; 4 in Barker Center for Dance; and (through CLA) rent a gym used as classroom space in the People's Center (PCG).	Theatre Arts: Total 818 hours spaces are used per week Rate: 62% Dance: Total 285 hours spaces are used per week Rate: 77%	Nothing except paper charts.	Since our scheduling must remain flexible and negotiable, we have no target such as this, so I would say maintain the status quo.	N/A	No

Appendix B: Focus group quotes and reactions to the suggestion of mandating Resource 25

There was a brief roar of joy in the room when mandating was suggested.

“We use R25, it’s a bit cumbersome to use, not that user friendly, but still a great idea.”

“Great!”

“It would be wonderful. I think our current process is a bit weak.”

“I think it would be fine but would like an approval process to be included, that a gatekeeper would approve or have signoff. I see how it can help. Some space should be exempt (i.e. department conference space).”

“We wouldn’t want our dean’s office on R25 for anyone to be allowed to schedule...so I second the “approval” or gatekeeper process.”

“R25 is very good tool, good for tracking, but may be lacking when scheduling final exams.”

“We would be all for it! Since we wouldn’t be giving up much.”

“My faculty would have a fit if there is a mandate! They think it is theirs. It’s an ownership/control thing. Most of our departmental space is booked solidly. It is dedicated studio space. We don’t have a problem with typical classrooms. We need more specialized space. All departments have their own cultures and expectations and a mandate would be a hard sell.”

“It depends on how much of an emergency this is. At a different institution that I was at, there was no such thing as private space (no one “owned” the space). If we needed to schedule a theater, we could. It is a matter of culture.”

“Viewing is OK, but not booking of classes in other’s space. Don’t think we’d have a problem with sharing space as long as we schedule it.”

“There’s a need to define what kind of spaces we are talking about (for R25) -- conference rooms, studios, drawing labs. If I am looking for a place for a meeting, I would like to know if I can go over to another building for that meeting.”

“No problem.”

“Some wouldn’t have a problem with it, but some would.”

“No problem. We have no problem with sharing our rooms either.”

“No problem, as long as departments have the flexibility that departments need in scheduling.”

“I’m concerned that the department maintains priority in scheduling. Also, just because the room isn’t scheduled, doesn’t mean it’s not being used (gave example of 24/7 availability for students in studios).”

“My concern would be who is responsible for the upkeep of these rooms? With R25, would this change? Then if other groups start using rooms, who pays for the upkeep?”

Appendix C: Examples of Best Practices

The following example reflects University departments that have developed course administration and planning methodologies that have improved their overall ability to efficiently plan their instructional space needs and to accurately input those needs into the enterprise level scheduling system.

A Best Practice – Instructional course planning methodology:

General College (GC) has developed a somewhat long standing methodology to efficiently utilize classroom space; a practice that supports and adheres to current space policies (i.e. standard times and the 60/40 rule). Recently, they created an online shadow (database) system to improve the data entry, management, and reporting capabilities of the current methodologies used at GC for requesting classroom needs. The system was built to be similar to the ECS system, but also customized for the needs of GC. They have included a method of accountability for those making space requests. [...] This new system is being used for the first time to schedule the Fall 2005 semester at GC. [...]

-- Interview with Alice Ross

Bottom-line: They have developed a reliable process to appropriately understand GC's classroom needs and make requests for classroom space that also adheres to University policy.

A Best Practice – strategic methodology to properly project resource needs:

This University Bookstore has successfully employed a strategic methodology to properly project resource needs. They have developed a trending model that has regularly hit their projected targets. Granted this unit will admit their forecasting is more forgiving than that of OCM. The Bookstore can easily order additional textbooks or return unused materials later, whereas OCM cannot magically create space. But the overall concept of this exercise -- to investigate historical data and trend the result -- has proven successful for this unit.

We have implemented an in-house business reporting process to analyze historical enrollment data (from PeopleSoft and data warehouse) to develop trends. The data helps identify actual vs. projected enrollment trends, so buyers can plan accordingly. The process has been quite successful in projecting and properly maintaining appropriate inventory levels. The Bookstore first uses existing/known trend data months before a semester begins in their planning process. They will eventually use official data (ECS) and compare to the earlier estimated data to continue the analysis process and better understand their projecting. They do not receive official enrollment data until after placing initial book orders. Their planning really begins a couple months before a semester begins, but the official enrollment data from ECS systems are available closer to the start of a semester.

-- Bob Crabb, Bookstore

Bottom-line: Bob believes the practices he has in place enable him to effectively order appropriate quantities based on historical trends and data analysis.

Appendix D: Screen Shots

Class Schedule Summary - Microsoft Internet Explorer

Address: https://www.umreports.umn.edu/framework/prompt.aspx?reportid=111

Prompt Path: [Term](#) → [Institution](#) → [College/Academic Group](#) → [Subject](#) → [Course](#)

Class Schedule Summary

Report Run Date: Friday, 5/27/2005
Data as of 5/26/2005

UMNTC, Fall 2005
Liberal Arts, College of
Subject(s): ARTH
Course(s): ARTH-1002W

ARTH 1002W 001 Choose a value to go to subsection of report Descending

Subject: ARTH - Art History **Class Status Count:**
Active: 5 Canceled: 0
Tentative: 0 Stop Enroll: 0

ARTH 1002W	Title: Why Art Matters	Status: A	Enrl Cap: 88	Auto Enrl 1: 0						
Section: 001	Component Type: LEC	Acad Org: 456	Enrl Total: 43	Auto Enrl 2: 0						
Session: 001	Class Type: N	Schedule Print: Y	Location: TCWESTBANK	Comb Sec ID:						
Mtg Pattern	Start Date	End date	Start Time	End Time	Days	Facility	Instr ID	Name	Role	Contact Min
1	09/06/2005	12/14/2005	9:45AM	11:00AM	TTh	ANDH000310	2102647	Asher, Frederick M	PI	150
None										
Back to top										
ARTH 1002W	Title: Why Art Matters	Status: A	Enrl Cap: 22	Auto Enrl 1: 1						
Section: 002	Component Type: DIS	Acad Org: 456	Enrl Total: 16 <td>Auto Enrl 2: 0</td>	Auto Enrl 2: 0						
Session: 001	Class Type: E	Schedule Print: Y	Location: TCWESTBANK	Comb Sec ID:						
Mtg Pattern	Start Date	End date	Start Time	End Time	Days	Facility	Instr ID	Name	Role	Contact Min
1	09/06/2005	12/14/2005	1:25PM	2:15PM	T	BLEGH00230	2102647	Asher, Frederick M	PI	0
None										
Back to top										
ARTH 1002W	Title: Why Art Matters	Status: A	Enrl Cap: 22	Auto Enrl 1: 1						
Section: 003	Component Type: DIS	Acad Org: 456	Enrl Total: 9 <td>Auto Enrl 2: 0</td>	Auto Enrl 2: 0						
Session: 001	Class Type: E	Schedule Print: Y	Location: TCWESTBANK	Comb Sec ID:						
Mtg Pattern	Start Date	End date	Start Time	End Time	Days	Facility	Instr ID	Name	Role	Contact Min
1	09/06/2005	12/14/2005	9:05AM	9:55AM	W	BLEGH00230	2102647	Asher, Frederick M	PI	0
None										
Back to top										
ARTH 1002W	Title: Why Art Matters	Status: A	Enrl Cap: 22	Auto Enrl 1: 1						
Section: 004	Component Type: DIS	Acad Org: 456	Enrl Total: 11 <td>Auto Enrl 2: 0</td>	Auto Enrl 2: 0						
Session: 001	Class Type: E	Schedule Print: Y	Location: TCWESTBANK	Comb Sec ID:						
Mtg Pattern	Start Date	End date	Start Time	End Time	Days	Facility	Instr ID	Name	Role	Contact Min
1	09/06/2005	12/14/2005	1:25PM	2:15PM	Th	BLEGH00230	2102647	Asher, Frederick M	PI	0
None										
Back to top										
ARTH 1002W	Title: Why Art Matters	Status: A	Enrl Cap: 22	Auto Enrl 1: 1						
Section: 005	Component Type: DIS	Acad Org: 456	Enrl Total: 7 <td>Auto Enrl 2: 0</td>	Auto Enrl 2: 0						
Session: 001	Class Type: E	Schedule Print: Y	Location: TCWESTBANK	Comb Sec ID:						
Mtg Pattern	Start Date	End date	Start Time	End Time	Days	Facility	Instr ID	Name	Role	Contact Min
1	09/06/2005	12/14/2005	9:05AM	9:55AM	F	BLEGH00230	2102647	Asher, Frederick M	PI	0
None										
Back to top										

Course Scheduling - 60/40 Rule - Microsoft Internet Explorer

Address: https://www.umreports.umn.edu/framework/prompt.aspx?reportid=112

Prompt Path: [Academic Year and Term](#) → [Institution](#) → [College/Academic Group](#) → [Academic Org](#) → [Subject](#) → [Date](#)

Course Scheduling - 60/40 Rule Report Run Date: Friday, 5/27/2005
Data as of 5/26/2005

UMNTC, Fall 2005
 TCLA - Liberal Arts, College of
 Acad Org(s): 456
 Subject(s): ARTH
 Scheduling Data from: 04/06/2005 - Day before registration begins

Acad Org	Subject	General Purpose/Departmental Classrooms					General Purpose Classrooms Only				
		Peak %	Peak Minutes	Non-Peak %	Non-Peak Minutes	Tot Minutes	Peak %	Peak Minutes	Non-Peak %	Non-Peak Minutes	Tot Minutes
456-Art History	ARTH	68	1800	32	860	2660	74	1800	26	620	2420
Total for: 456		68	1800	32	860	2660	74	1800	26	620	2420

No classes with scheduled meeting time for: None

Taskbar: Start, Csbugr2005.xls, PA Staff 05.xls, minnow - Rem..., 6 Windows ..., Inbox - Micros..., ECS Reports ..., Re: Updated ..., 4 Microsoft ..., Microsoft Phot..., 3:09 PM

Course Scheduling - Cancelled Classes - Microsoft Internet Explorer

Address: https://www.umreports.umn.edu/framework/prompt.aspx?reportid=115

Prompt Path: [Academic Year and Term](#) → [Institution](#) → [College/Academic Group](#) → [Academic Org](#) → [Subject](#)

Course Scheduling - Cancelled Classes Report Run Date: Friday, 5/27/2005
Data as of 5/26/2005

UMNTC, Fall 2005
 TCLA - Liberal Arts, College of
 Acad Org(s): 456
 Subject(s): ARTH

Choose a value to go to subsection of report:

Subject	Cise Level	CLN	COL	CST	DEM	DIS	DRD	DRS	DST	EXC	FWK	IAS	IEX	IND	INI	LAB	LEC	LET	PHY	PRC	REH	RES	ROT	SEM	STU	THE	WKS	Total Cancel	Total Offer	% Cancel	
456-Art History																															
ARTH	1000																													12	.00
	3000																													36	.00
	5000																													19	.00
	8000																													18	.00
Total Cancelled:																															
Total Offered:						21			1	33					3		20							3		4			85		
% Cancelled:																															

Taskbar: Start, Csbugr2005.xls, PA Staff 05.xls, minnow - Remote..., 5 Windows Exp..., Inbox - Microsoft..., ECS Reports - M..., Re: Updated ver..., 4 Microsoft Word, 3:35 PM

Course Scheduling - Non Standard Times - Microsoft Internet Explorer

Address: https://www.umreports.umn.edu/framework/prompt.aspx?reportid=114

Prompt Path: **Academic Year and Term** → **Institution** → **College/Academic Group** → **Academic Org** → **Subject** → **Date**

Course Scheduling - Non Standard Times Report Run Date: Friday, 5/27/2005
Data as of 5/26/2005

UMNTC, Fall 2005
 TCLA - Liberal Arts, College of
 Acad Org(s): 456
 Subject(s): ARTH
 Scheduling Data from: 04/06/2005 - Day before registration begins

Choose a value to go to subsection of report:

Subject	Catalog Nbr	Credits	Course Contact Hours	Section	Comp	Location	Session	Mtg Pat Nbr	Days	Start Time	End Time	Classroom	Non-Std Mtg	Mtg Times Don't match #of Credits	
456-Art History Back to Top															
ARTH	1921W	4	4	001	LEC	TCWESTBANK	001	1	TTh	16:00	18:00	BlegH 10	X	exempt	
													Total for: ARTH 1921W	1	0
ARTH	3152	4	4	001	LEC	TCWESTBANK	001	1	TTh	11:15	12:30	BlegH 250		X	
													Total for: ARTH 3152	0	1
ARTH	3464	4	4	001	LEC	TCWESTBANK	001	1	MWF	09:05	09:55	BlegH 250		X	
													Total for: ARTH 3464	0	1
ARTH	3940	1	4	001	LEC	TCWESTBANK	001	2	T	16:30	20:30	AndH 370	X	exempt	
				002	LEC	TCWESTBANK	001	1	Th	16:30	20:30	AndH 230	X	exempt	
													Total for: ARTH 3940	2	0
ARTH	5112	3	3	*001	LEC	TCWESTBANK	001	1	Th	16:30	19:30	BlegH 5	X	X	
													Total for: ARTH 5112	1	1
ARTH	8001	3	3	001	SEM	TCWESTBANK	001	1	M	14:30	16:30	HlrH 431		N/A	
													Total for: ARTH 8001	0	0
ARTH	8400	3	3	001	SEM	TCWESTBANK	001	1	T	14:30	16:30	BlegH 240		N/A	
													Total for: ARTH 8400	0	0
ARTH	8950	3	3	001	SEM	TCWESTBANK	001	1	T	14:30	16:30	HlrH 431		N/A	
													Total for: ARTH 8950	0	0
													Total for: ARTH	4	3

[Back to top](#)
 * - denotes combined parent section

Course Scheduling - Projected vs Actual Enrollment - Microsoft Internet Explorer

Address: https://www.umreports.umn.edu/framework/prompt.aspx?reportid=113

Prompt Path: [Academic Year and Term](#) → [Institution](#) → [College/Academic Group](#) → [Academic Org](#) → [Subject](#)

Course Scheduling - Projected vs Actual Enrollment Report Run Date: Friday, 5/27/2005
Data as of 5/26/2005

UMNTC, Fall 2005
College/Academic Group: TCLA - Liberal Arts, College of
Acad Org(s): 456
Subject(s): ARTH

Choose a value to go to subsection of report: **456 - Art History**

Subject	Session	Sect Comb ID	Catalog Nbr	Section	Actual Enrl Total	Projected Enrl Total	Actual vs Projected	
456 - Art History Back to Top								
ARTH	001		1002W	001	43	88	48.86%	
ARTH	001		1002W	002	16	22	72.73%	
ARTH	001		1002W	003	9	22	40.91%	
ARTH	001		1002W	004	11	22	50.00%	
ARTH	001		1002W	005	7	22	31.82%	
ARTH	001		1921W	001	79	132	59.85%	
ARTH	001		1921W	005	15	22	68.18%	
ARTH	001		1921W	006	12	22	54.55%	
ARTH	001		1921W	007	8	22	36.36%	
ARTH	001	*1568	3009	001	51	72	70.83%	
MEST	001		1568	3610	008	1	5	20.00%
Total for Combined ID 1568:					(52)	77	68%	
ARTH	001	*1791	3009	002	17	24	70.83%	
MEST	001		1791	3610	009	0	2	0.00%
Total for Combined ID 1791:					(17)	26	65%	
ARTH	001	*1570	3009	003	14	24	58.33%	
MEST	001		1570	3610	010	0	2	0.00%
Total for Combined ID 1570:					(14)	26	54%	
ARTH	001	*1792	3009	004	20	24	83.33%	
MEST	001		1792	3610	011	1	1	100.00%
Total for Combined ID 1792:					(21)	25	84%	
ARTH	001		3011W	001	71	88	80.68%	
ARTH	001		3011W	003	15	22	68.18%	
ARTH	001		3011W	005	12	22	54.55%	
ARTH	001		3012	001	98	135	72.59%	
ARTH	001	*1365	3013	001	33	55	60.00%	
EAS	001		1365	3013	001	5	15	33.33%
Total for Combined ID 1365:					(38)	70	54%	
ARTH	001	*1650	3015W	001	39	88	44.32%	
CLCV	001		1650	3950	001	0	5	0.00%
Total for Combined ID 1650:					(39)	93	42%	