Computer to assign classroom locations

By Laurie Webb
Lantern staff writer

Ohio State will implement a computerized system for assigning classrooms summer quarter, in order to speed the process and attempt to keep each department’s classes closer together.

Room assignments are now based on the previous year’s statistics. If a class is offered the same time this year as last year, it will be assigned to the same classroom as last year.

All other classes, however, must be assigned to the remaining rooms, said Gene Schuster, university registrar.

The result is the scattering of many department classes throughout campus, and is the reason a student may have one math class on one side of campus and another on the opposite side.

“We try to keep department classes together as much as possible, but sometimes it’s impossible,” Schuster said.

Where the present system relies on last year’s data, the new computerized system will start from scratch. Space will be assigned on physical facilities needed and geographic preference, meaning an effort will be made to keep department classes in the same area.

“We just aren’t staffed to manually schedule classrooms from scratch,” Schuster said. “It takes too many people and too much time.”

Lloyd Horrocks, professor of physiological chemistry, said there are many problems with the present system. “If a new course is added, it’s hard to fit it in.”

Edward J. Schlechter, manager of scheduling, said “If it works as anticipated, it will be an improvement.” Schlechter used to schedule for the math department. “From the standpoint of the math department, I’m not sure their classes can be centralized. Because of the number of large rooms needed every quarter, they have to go where the rooms are available.

“In the math department, there are too many students to be choosy,” he said.

The present way of scheduling room assignments takes two weeks. With the new system, it will be an overnight process, Schuster said. “We will be able to schedule all the rooms within one run in the evening.”

Room changes will be feasible. With the present system, if an instructor needs a larger room after assignments are made, it is virtually impossible to change.

An attractive feature of the new system is it can be used for modeling,” he said. “We can simulate class assignments using different size of classrooms.”

To move the West Campus classes over to Main Campus, smaller rooms are needed. “The program will let us simulate the scheduling process using smaller classrooms,” Schuster said.

Schuster also said computer simulation can be used in other ways, too. “If someone says they need two lecture halls we can simulate it to see if it will work.”

The new system has been worked on for about a year and a half. The installation was completed last month, but it won’t be used for assigning rooms until summer quarter.

The computerized process has been used successfully at other schools, with Penn State being the largest.

“The computerized program is set up to optimize space; hopefully, it will help to utilize university funds,” Schuster said.

Added Horrocks, “I don’t think it will affect our (chemistry) department, but it will benefit the university as a whole.”
IS ANYBODY LEARNING HERE?
John Vaughn was wired for sound as he bellowed across the huge room in Independence Hall at Ohio State University.

"Nooooow," he said, as he paced the dais before his 626 students to explain his almost-daily dilemma, "I'll look at my watch, and my God, I'll have five minutes left and 15 pages (of notes) to go. And you start rustling your books and the snores get louder. Yesterday, we were going over some important stuff."

Several students popped open sodas and tore into cellophane-wrapped lunches as Vaughn continued talking and pacing, notes in one hand and microphone wires in the other. It was noon. The smell of hot dogs hovered over the back rows.

Vaughn hoped his introductory remarks were enough to quiet the audience while he lectured on one of his favorite topics: Greek mythology.

Megaclasses, such as Vaughn's, have become an established part of education at OSU, though they are tougher to teach and can be harder to learn in than smaller classes. They're popular with university officials because they're cheaper. An average-size class of 60 students costs $37 per student hour; a megaclass costs $7.

This quarter, OSU professors are teaching about 28 classes that contain at least 200 students each, classes that typically fulfill either basic education requirements — humanities, social sciences, natural sciences — or requirements in popular areas of study, said associate registrar Mary Rhodes.

The huge classes can shock unsuspecting freshmen.

"When I first came here, it was hard to get used to (the megaclasses)," said Rich McAninch, a survivor of six megaclasses. "It's all up to the student. You have to push yourself. In a small class, the teacher can push you."

McAninch helps push himself, in part, by sitting in the front row. "There's a psychological advantage," said McAninch, 21, a sophomore from Columbus. "The instructor gets to know you better."

EDWARD HAZNERS had tried sitting toward the back of the lecture room, but chatter and other disturbances in the 25 rows of students separating him from the professor caused him to move up front. "You can get more involved," said Hazners, 22, a marketing major from Cleveland.

Megaclass professors fashion their own styles with lots of dramatics to keep students alert. Vaughn, for instance, recently explained Cronus' castration of his father, Uranus, to his students using a butcher knife and banana. Roger Blackwell creates dialogues with his marketing students, asks questions and punctuates his lectures with one-liners.

"Who has bought a new car?" he asked one class recently, in Phil Donahue fashion. "Tell me why you bought it, but don't tell me what kind you bought."

"You, in the striped shirt, what's your name?" he asked a student in the 10th row who raised his hand to respond. "Joe?"

"Chuck," the student responded.

"Close," said Blackwell, not missing a beat. "Why'd you buy the car?"

THIS QUARTER Blackwell teaches two introduction to marketing classes: one has 600 students, the other 350 students.

You can't teach a megaclass, where you learn only the names of the "A" students and the troublemakers, the same way you would a "regular" class of 50 to 60 students, said Blackwell, a proponent of megaclasses. You have to be well-versed in crowd control and "captain of the ship."
A. Yes
B. No
C. Verdict mixed for megaclasses

"It was hard to get used to. It's all up to the student. You have to push yourself. In a small class, the teacher can push you." — Rich McAninch

Yet classes with 600 students can be more personal and productive for students than the smaller classes, he said.

TO MAKE that happen, Blackwell:
- Brings in bigwigs such as the president of JCPenney Co. to lecture.
- Keeps daily office hours for students.
- Requires written cases from students every two weeks.
- Has a cadre of 27 graduate teaching associates who, at Blackwell's insistence, write comments on every page every student hands in to be graded.
- Responds to the special needs of students. Last quarter, for instance, he gave his six dyslexic students separate review sessions and tests.

STUDENTS, HE maintains, learn more this way and like the megaclass better than the smaller classes. "Performance improves dramatically from the beginning to the end (of the quarter) because of all the feedback," said Blackwell.

Not many professors share Blackwell's enthusiasm for megaclasses. The best learning happens when students can talk back to the teacher, Vaughn said. In megaclasses, they are forced to soak in what the teacher says then squeeze it out for the test. No questions asked.

"A student can come to my class and sleep through it, and I wouldn't see him," Vaughn said. "All I see is a sea of faces."

While he and his teaching associates maintain office hours, students rarely visit. "The students look at the numbers and think that professor must have 50 people waiting to see him," Vaughn said. "The result is I sit in my office and no one comes to see me."

WHEN 700 students signed up for his accounting course, Ray Krasniewski split the class. Students can come to either the 9 a.m. or the 10 a.m. lecture in Sullivant Hall. One added challenge for Krasniewski, who dislikes teaching the huge classes, is ending at the same place in both lectures.

Large classes require much more attention to time, he said. "You have to say it in 48 minutes. When the bell rings, the class is going to get up and leave on you. ... In a regular class if you go over four minutes, they'll stay with you."

The classes also require that professors commit considerably more time and effort to preparing lectures and grading papers.

Blackwell, for instance, gives two midterm tests and a final examination, and assigns four written cases and offers three bonus assignments — all to 950 students.

Grading all those papers, and ensuring consistency among the teaching assistants is an ongoing concern among professors and students. Professors meet regularly with graders to go over the tests and collectively read answers to help synchronize the grading.

Krasniewski, a veteran of 10 megaclasses, is used to the pressure of the huge classes. He starts preparing tests weeks in advance, then pores over the questions with his 12 teaching assistants to ensure clarity on exam days.

TO KEEP his students otherwise involved, he brings a trivia question to each class that relates to accounting. "It helps the students know there is some humanity," Krasniewski said.

Still, there are nervous times. "You just hope if you have a lecture or a joke, it goes over. It's worse bombarding in front of 500 students than in front of 50."

Vaughn agrees. Though he has taught the mythology megaclass six times, he still gets the jitters.

"It's nerve-racking," he admitted. "I'm an absolute wreck the first few minutes. ... To me that is a great responsibility to have that many people depending on me."
Committee to submit classroom improvements

By Maria A. Reynolds
Lantern staff writer

If the Classroom Coordinating Council has its way, OSU students and faculty won't have to put up with oven-like or freezing classrooms and faulty film projectors for much longer.

On June 15, the committee will submit a set of recommendations designed to improve classroom facilities to the Office of Academic Affairs.

The council, consisting of 12 faculty members, was created winter quarter by Academic Affairs to review classroom support facilities and instructional delivery service on campus.

One of the recommendations the council will make is the creation of a campus-wide hot-line number that professors could call to receive emergency help for problems involving classroom teaching equipment and conditions.

"Currently there are stickers in most of the university's classrooms that list numbers that instructors can call to get help for problems like maintenance and faulty equipment," said Anne Pruitt, director for the Center of Teaching and chairwoman of the council.

"What we would like to do is create one number that instructors could call for assistance," Pruitt said. "A dispatcher would take the call and a truck would be sent out to the scene."

Gerald Ervin, assistant dean for Humanities, said although the idea is good and the need for the hot-line is great, there are still many problems that need to be worked out by the council before actual submission.

"A major problem with it is the possibility that too many emergency calls will come through the dispatch," he said. "Considering all the possible calls that could come into the dispatch, it would be hard to determine who should be handled first."

Other committee recommendations will cover issues such as the need for basic materials in classrooms, the effective use of the university's classroom space, and building renovations.

Myles Brand, vice provost for Academic Affairs, said the council's recommendations will not be taken lightly.

"Recommendations made by the council will be given full consideration by our office," Brand said.
Classroom scheduling irks profs

By Donna Meacham
Lantern staff writer

The university's one-year-old computerized scheduling system, SCHEDULE25, has caused a few problems for faculty members who do not like where the system schedules their classes, a university administrator said.

The instructors dislike walking across campus for classes that they used to teach in their own college building, said Dave Marsh, assistant vice president for Facilities Planning.

Paul Simmons, associate registrar in the University Registrar office, said SCHEDULE25 doesn't take geographical location into consideration.

"I could see where a faculty member who taught a class in a particular building and is put into another place the next year might complain," Simmons said.

Although some faculty members do not like SCHEDULE25, it is the most effective scheduling system and there are no plans to change it, Simmons said.

Richard Frasher, assistant dean for Engineering Administration, said faculty members from smaller departments who suddenly find classes scheduled across campus do not like the idea of walking long distances.

"People get set in their ways," he said.

SCHEDULE25 replaced a scheduling process which attempted to place classes at the same location each quarter, Simmons said.

But the old scheduling system scheduled classes in classrooms that were too small for their enrollment.

Simmons said SCHEDULE25 was created to reduce the amount of hand scheduling and to effectively utilize a diminishing resource on campus - classrooms.

With this system, a file is created in the computer that contains information on the characteristics of all OSU classrooms, such as the number of chalkboards and overhead projectors. The computer uses this information to match a classroom with a class, taking into consideration the number and needs of sections that are requesting a classroom, Simmons said.

The loss of classrooms on West Campus and from various renovation and remodeling activities contributed to the reduction of classroom space.

The number of classrooms is now 307, Simmons said.

Marsh said the renovation of
Equipment of the future includes variety of video

4/onCampus/January 14, 1988

WHEN LECTURE HALLS, such as the one above, and classrooms are used up to 60 hours a week, deterioration is inevitable. But many repairs and routine maintenance must wait for quarter breaks, when the rooms are empty.

With the formation of the Classroom Coordinating Council, the University is formulating a systematic way of keeping track of equipment and repair needs.

Classrooms
Renovating the past; creating the future

Stories by Tom Spring
Equipment of the future includes variety of video

Not too many years ago, the technology teachers used often consisted of a chalkboard, chalk and a book. Today, slides, film and projectors are common.

In the future, some educators will need much more specialized equipment to better explain the intricacies of their fields.

"We realize the teaching needs of today are more important to faculty members than the teaching needs down the road," says Anne French, director of the Center for Teaching Excellence. "At the same time, education needs to study the classroom environment and technology, so we have to look forward."

The Classroom of the Future Committee recommended in 1986 that a classroom be developed "as soon as possible" to enable faculty to learn about the advances in technology and their impact on teaching and learning.

Also, the group recommended providing staff to assist faculty in mastering the equipment.

The committee was composed of representatives from the faculty, the Instruction and Research Computer Center, the Center for Teaching Excellence, the Office of Campus Planning and Space Utilization, and the Office of Scheduling.

The Center for Teaching Excellence has received a $70,000 grant from the Ohio Board of Regents to equip a "Classroom of the Future," as recommended by the committee.

Proposed for the room are:
- A large screen projector system.
- Videocameras and monitors to help in recording and displaying materials at the podium.
- A specially designed podium with remote control for display and lighting.
- A computerized slide presentation system.
- Several personal computers and computer software.
- Audio and visual display equipment.
- Projection screens (front and rear).
- Overhead transparency slide projectors.

The system will be established when additional funding and a room become available. Remodeling the room to house the equipment will cost $90,000, according to the preliminary budget estimates. About $34,000 per year will be spent for such ongoing costs as a student technician, a graduate research associate to serve as a training assistant, and new equipment.

French says the money will be requested in the University's new budget proposal.

"The pilot classroom probably will have to have more equipment than in a typical classroom, but the beauty of it is that it would be a place where you could teach faculty to use and experiment with the technology."

"We have to consider acoustics, the lighting and equipment control," says French. "But it's not just the equipment. It's how you design courses to use it."

John Bolland, professor of educational theory and practice, plans to use the proposed facility to study teaching with technology.

"It will allow faculty to explore the use of new technology in teaching and enable them to use different approaches to teach students in different disciplines," says Bolland, who served as the Classroom of the Future Committee.

For example, faculty in the physical sciences might perform laboratory demonstrations while students observe the process through close-ups on video monitors.

Students in an English literature course might sit at a desk that includes a computer terminal and video and compact disc players. Students might view a performance of "Hamlet" or videotape their own critical analysis of the performance on the word processor.

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**Equipment list**

- Chalkboard
- Slide and overhead projectors
- Screen
- Instructor's table
- Lectern or podium

**Classroom and lecture hall requirements**

- Good ventilation
- Good acoustics
- Window blinds or shades
- Dimmable lights
- Electrical outlets
- UNITS fiber optics connection
- SONNET computer network hookup
- Trashcans
- Clock
- Sturdy and movable seating
- Carpeting for soundproofing
- Standard requirements should be included in all renovation and construction projects.

*Source: Office of the University Registrar*
Council's aim: Improve quality of learning environment

Faculty and students are witnessing changes in their learning environment.

Improvements in facilities and furnishings in some classrooms long in need of repair are the result of efforts in 1987 to identify a minimum standard.

Recommendations issued by the Classroom Coordinating Council last year initiated the repairs. The council was established last March by Myles Brand, vice president for academic affairs and provost.

He charged the council with developing policy for the continuing support of University classrooms. The policy is to be implemented by offices responsible for scheduling, maintenance, renovation and design, and equipment.

Since the report was issued July 1, more than $200,000 has been spent on fixing classrooms. About $7.1 million is allocated annually for campus classroom and non-classroom repairs and renovations.

Anne Pruitt, director of the Center for Teaching Excellence and chair of the council, notes that a 1982 task force study on teaching facilities identified inadequate classroom space and the declining quality of that space.

Roger Soll, director of instructional development and evaluation, says information from the 1982 study was used to develop a list of priorities that were considered in selecting capital fund renovation projects.

"However, he says, 1987 was the first time money was set aside specifically for repairing classrooms.

Part of the problem in the use and improvement of classrooms in the past was a lack of coordination.

"The conditions," says Pruitt, "were not being improved because the responsibilities for classrooms were dispersed throughout the University."

Scheduling of classes is the responsibility of the Office of the Registrar. Maintenance is provided by the Office of Physical Facilities. Renovation and design is handled by the Office of Campus Planning. Equipment is the responsibility of the Center for Teaching Excellence.

The Classroom Coordinating Council "for the first time, brings face to face people who have responsibilities for all aspects of classrooms on campus," says Pruitt. "It's an enthusiastic group. All of us have been seeing only one segment of the problem. To sit down and talk about it and then take action is refreshing."

The council's recommendations include:

- Analyzing how classrooms are scheduled.
- Inventorying the "classroom pool" for basic equipment and providing immediate one-time funding to place an overhead projector in each classroom and upgrade other equipment as necessary.
- Developing an ongoing program of instructing faculty and staff in using and troubleshooting basic audiovisual equipment.
- Providing an adequate amount of instructional equipment and the staff to deliver and operate it.
- Annually providing funds to be used only on urgent needed repairs and maintenance.
- Identifying and renovating substandard classrooms that can be pressed into service or that are in service but need to be upgraded.

Some of the council's recommendations already are being implemented.

A pilot program in Townsend and Haggerty halls and Smith and Robinson labs enables teachers to call 294-HELP, to report any problems concerning physical conditions, scheduling or audiovisual equipment. If successful, the hotline may be expanded to other buildings.

Discussions are being held among members of the University Senate and the Council on Academic Affairs about making the Classroom Coordinating Council a permanent body.

Also, representatives from the council and from the Office of the Registrar are serving on building committees whenever construction or renovation occurs that affects classrooms.

In the future, the council may study scheduling and use of classrooms; furnishing, equipment and faculty use of new technology in teaching; maintenance and cleaning; and building and renovation.

In its report, the council concluded: "The regard with which the University holds its classrooms speaks to the heart of our teaching mission. Our classrooms must be included in the 'margin of excellence' necessary to move Ohio State to among the top five major, comprehensive universities in the United States."

Pruitt says she expects the council's work will provoke and expand debate among the faculty. The council is planning to hold a series of forums winter quarter to hear faculty concerns. The times and places of these forums are yet to be determined.

"We're going to listen to problems," she says. "Good ideas come from faculty who use the classrooms. For the faculty, it's good to know that somebody cares."

The final beneficiaries, she says, will be the students.
Updating campus is major challenge

"In classrooms scheduled extensively, there is almost no time to do proper maintenance."

Maintaining and repairing campus classrooms is a never ending job. "It's as difficult as nailing Jell-O to a tree," says John Kleberg, assistant vice president for business and administration. "There are so many needs." In an effort to upgrade teaching facilities, more than $200,000 of a $1.7 million budget was spent on classroom repairs during the last six months of 1987. In some cases, the improvements had been needed for years. McPherson Laboratory's lecture hall, room 100, is a case in point. "That room used to be a big box," says A. L. "Al" Mathews, director of physical facilities administration. "The acoustics were terrible. The walls were painted about six different stripes from green to pale yellow, in a sort of sunset, above the lecturer's head."

Structural work was performed in 1977-78. The University erected a couple of walls and repaired ceilings to try to reduce the noise problems. A projection booth, carpeting and new seats were added.

In 1986, more work was done, including painting and repairing the walls, and carpeting the floors. The room, which seats 399, needs work. McPherson 100 earned a rating of "unacceptable" in 1986 from the Scheduling Division. It was ranked the 14th worst room in the University's pool of 375 general assignment classrooms. That was before the recent repair work was done.

The ventilation was so poor that instructors and students who suffered from allergies or asthma repeatedly complained to the Scheduling Division. The concrete risers had nine-inch diameter holes through which students lost calculators, pens and pencils. Trash thrown down the holes created a fire hazard. Most of the holes, designed to provide ventilation, now have caps to allow air through but prevent trash from falling.

Acoustics and lack of air conditioning were other negatives cited. Exit lights in the balcony still need to be repaired.

A major problem in fixing large lecture rooms is they are used so extensively that scheduling repairs is difficult. For example, Independence, Campbell, Hitchcock and Hagerty auditoriums are full of students 50-60 hours a week. On some days, rooms are used for classes and activities from 8 a.m.-10 p.m. Even relatively minor projects, like changing light bulbs, can take time, says Mathews.

"What many people don't appreciate is that in classrooms that are scheduled extensively, there is almost no time to do proper maintenance," he says. "In large lecture halls you have to erect scaffolding to change lights and it's not something you can do in one or two hours during the normal working day."

The Office of Physical Facilities is looking into the possibility of using night crews to work on the classrooms. The Facilities Maintenance Division operates one day shift, with a plumber and electrician working evenings to handle emergencies. Sometimes overtime work is done on weekends.

Mathews says that if classroom scheduling demands increase, the physical facilities office may find it impossible to provide any classroom maintenance except on a night shift.

He notes that sometimes his office will be alerted to a problem by the second or third week of the quarter.

"Because our crew can't be brought in to do it properly, we may defer a repair job until the break between quarters. We may be aware of a problem for several weeks, but there's no way we can get to it and have class go on simultaneously."

Mathews says his staff tries to avoid making more than minimum required improvements in classrooms scheduled for remodeling, in an effort to stretch the limited repair allocation.

"We can tell you the amount we spent on the Baker Systems Engineering Building but not on classrooms or department- assigned space in it," Mathews adds. This was the first year his office was asked to identify specific classroom maintenance projects.

Projects for the 1987-88 academic year include: replacing lighting dimmer switches in Independence Hall; replacing the ceiling and painting the walls in Hughes Hall auditorium; replacing the heating system in 139 Welding Engineering Building; replacing part of the Lord Hall heating system; replacing an air handler for an Evans Laboratory lecture hall; and repairing the floor of 20 Page Hall.

Renovation projects, funded separately through state capital improvement funds included $300,000 for 1008 Evans Laboratory and 1153 Smith Laboratory lecture halls and 2150 Smith, and 065 and 322 Ramseyer Hall classrooms.

According to Barbara Koelbl, architect 2 in the University Architect's Office, the lecture hall work generally involved improving the audiovisual systems and refurbishing the rooms with new lighting, carpeting, wall surfaces or other items. The other rooms generally were refurbished. Chalkboards were added to some.

In addition, some major building renovations are under way or scheduled to begin in 1988. They include Lazenby Hall, Central Services Building (which is to have new classrooms), Enarson Hall and Hagerty Hall.

Building renovations, coupled with the move of classes from west campus to the central campus, have placed a strain on scheduling. The coordinating council estimates that 349 general assignment classrooms will be available autumn quarter 1988, down from 380 in autumn quarter 1985.

Completion of the replacement of the Brown Hall Annex and the Derby Hall renovation will increase the number of general assignment rooms to 399 by autumn quarter 1990.
THE BOTTOM TEN
Classrooms rated the least acceptable in 1986

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Source: Office of the University Registrar
Maintenance just a phone call away

By JOHN ELSASSER
Lantern staff writer

Is water dripping all over your desk? Is the classroom door locked? If so, dial 4-HELP.
The number is for faculty members to use when a problem needing immediate attention arises in a classroom, said Anne Pruitt, chairwoman of the Classroom Coordinating Council, who initially suggested the hotline.

More than 325 classrooms will be eligible for the service during Spring Quarter. The classrooms are not actually equipped with telephones, but the 4-HELP number can be called from any campus phone.
The program, which began Winter Quarter, responded to 119 calls from 34 buildings on campus.
The phone number is only for classrooms in the jurisdiction of the registrar's office, Pruitt said. The other classrooms on campus are maintained by their own department or college.

Each classroom eligible for service will have a sticker with the phone number beside the light switch.

Bill Hoza, a classroom coordinator who receives calls on the hotline, said the pilot program has gotten a variety of calls.

"We've gotten everything from vandals sleeping in a room that the police had to clear out to physical problems due to the weather changes," Hoza said.

Other typical problems include heating and ventilation, burnt-out light bulbs in overheads and vandalism, Hoza said.

When calls come in, classroom coordinators contact the proper people to save the instructor from "walking all over campus," he said. Before the hotline, teachers had to make several calls to find out who could take care of a problem. Under the new program only one number has to be remembered.

Usually, a problem involving faulty equipment can be solved quickly if the faculty member calls before the class starts.

"The whole program is geared toward getting someone there extremely fast," Hoza said. "Typically if they call us during that 10 minute period between classes, we can get there and fix it."

"Faculty members are reluctant to do that right now because they're not used to it," Hoza said. "They say 'well if it's broken we can live with it.'"

Some problems can't be resolved quickly. For example, major plumbing problems or scheduling conflicts take more than a phone call to fix.
Got classroom trouble?  
Call the hotline number

By Tom Spring

The Classroom Hotline Service, which underwent pilot testing winter quarter, was so successful that the Classroom Coordinating Council has extended it to the 335 classrooms not assigned to specific departments.

Teachers in these classrooms can get an immediate response to maintenance and equipment needs by calling extension 4-HELP from any campus phone.

Such problems might be a locked door, a dirty room, no light, or a lack of heat.

The line is staffed Monday-Thursday, 7:30 a.m.-10 p.m.; Friday, 7:30 a.m.-5 p.m.; and Saturday, 8 a.m.-noon.

“The purpose of the hotline is to simplify the reporting and resolution of problems requiring immediate assistance,” says Anne Pruitt, director of the Center for Teaching Excellence and council chairperson.

Several University offices and divisions have responsibility for classrooms. They are the University Registrar, the Office of Physical Facilities and the Center for Teaching Excellence. Rather than trying to determine which office should be called, instructors now can dial the hotline.

Rooms with the Classroom Hotline Service are identified by a 4-HELP sticker near the light switch or door.

The 10-week pilot program winter quarter was designed for four buildings.

“We had 34 different buildings,” though, says Michael Veres, manager of media distribution services in the Center for Teaching Excellence. “The faculty somewhat expanded the program on their own.”

Faculty reported 130 problems.

Twenty-five percent concerned operation of overhead projectors; 12 percent pertained to blackboards, chalk or erasers; and 8 percent each related to sound systems, electrical problems, or fixtures and furnishings. Six percent each involved lights or windows and blinds. The rest were miscellaneous problems.

“Our response team was fantastic,” says Veres. “In most instances where we were called during a classroom period, we could respond in 15 minutes or less.”

Veres says the hotline service will be expanded to about 350 classrooms autumn quarter. These rooms include some on the agriculture and west campuses.
Council reviews ways to optimize classroom space

By Zinie Chen
Lantern staff writer

Ohio State is facing a crisis - a shortage of classroom space. Possible solutions are being studied by the Classroom Coordinating Council to optimize the use of existing space on campus, said Anne S. Pruitt, chairwoman of the council.

Pruitt said since the university has decreased the number of classes on West Campus, Ohio State has faced a shortage of classrooms.

"We are trying to find ways of making class space available while buildings are being renovated (to make classroom space)," she said.

Two floors of the Central Services Building, 2009 Millikan Rd., are being repurposed to make room for more classes. Pruitt said.

Sections of Hagerty Hall are also scheduled for renovation.

George Smith, a member of the council, said one alternative to make more classroom space available would be to extend the class day by a half-hour or a whole hour.

For example, the first class of the day would begin earlier: at 7 a.m., 7:30 a.m. or 8 a.m., and the last class of the day would end at 5 p.m., 5:30 p.m. or 6 p.m.

Smith said this change would increase the scheduled classroom space by 11 percent.

Another alternative, he said, would be to hold regular Saturday morning classes. He said Ohio State is one of the few universities that do not have full class schedules on Saturday.

"People resist change," Smith said. "I guess that a certain number of students and faculty will raise objections, but three years from now after all the students affected are gone, it'll probably become natural."

A third alternative the council is considering is a plan to eliminate classes that meet every day for 48 minutes and change them into classes that meet twice a week for two hours daily.

Richard Gunther, associate professor in the Department of Political Science, submitted this proposal: give students and faculty members hours of free time on a few days instead of 12-minute increments between each class. This would free classroom space for other classes.

He also said the two-hour format makes teaching more continuous.
This is an update on the status of classroom availability as reported in the June 1988 issue (no. 4) of the Classroom Coordinating Council (CCC) Bulletin. At the beginning of Autumn Quarter 1987, there were 298 Central Campus classrooms, a decrease of 10 from Autumn Quarter 1986. With the addition of 35 new classrooms in the Central Classroom Building, however, and the completion of renovation in Lazenby Hall, a total of 340 pool classrooms were available at the beginning of Autumn Quarter 1989 on Central Campus. Although some improvement has occurred, classroom availability continues to be a concern of the Council.

### Classroom Pool Availability

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<td>Central Campus</td>
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The reduction in Central Campus Classrooms for Autumn 1990 is the result of planned renovation of Derby Hall and other changes in space assignments.

Additionally, the CCC is continuing efforts to encourage colleges and departments to enhance the availability of appropriate space for use by all members of the University community. In that regard, a list of seminar, conference, meeting, and class rooms which are scheduled by individual departments is being sent to department chairs. The listing includes a contact person and telephone number should you wish to determine the availability of the space.

Classroom Coordinating Council  
John R. Kleberg, Chair, 2-7970

* No regularly scheduled classes currently meet on West Campus, however, these classrooms are available for meetings or conferences and may be scheduled by contacting the Scheduling Office at 2-1616.
‘Pool classrooms’ total 340 on central campus

By Tom Spring

The number of “pool classrooms” available to all departments for teaching on the central Columbus campus now is at 340, an increase of 42 classrooms over autumn quarter 1987. Another 20 are on the agriculture campus.

In addition, there are 131 classrooms and 766 laboratories controlled by specific departments or colleges on the central and agriculture campuses.

The addition of 35 pool classrooms in the Central Classroom Building, and the renovation of Lazenby Hall made more space available for scheduling, according to John R. Kleberg, who chairs the Classroom Coordinating Council. Kleberg is assistant vice president for business and finance.

In the Central Classroom Building, the former Stores and Receiving Building at 2009 Millikin Rd., classes are held on the second and third floors. New features include different floor coverings and movable blackboards that are lightly scored with graph lines to enable instructors to write or draw on straight lines. Seats in corridors give students places to gather and talk without having to sit on the floor.

The additional space was needed when classes moved from west campus back to the central campus.

“Although some improvement has occurred, classroom availability continues to be a concern,” Kleberg notes.

The number of pool classrooms will drop next fall to 327.

“The reduction in central campus classrooms for autumn 1990 is the result of renovation of Derby Hall and other changes in space assignment,” Kleberg explains.

Kleberg says the council encourages colleges and departments to consider space needs of the entire University.

To that end, department chairs are being sent lists of rooms scheduled by individual departments. The list contains a contact person and telephone number for each department so that others may check availability of a specific room.

This fall there also were nine pool classrooms available on west campus. Although regular classes don’t meet on west campus, the rooms are available for meetings or conferences and may be reserved by contacting the Scheduling Office at 292-1616.

More information is available from Kleberg at 292-7970.
OSU lacks classrooms

By Melinda Juchem
Lantern staff writer

The University Registrar’s Office staff claim they lack sufficient classroom space for Autumn Quarter ’91 because of building renovations and rooms being taken over by academic departments.

The OSU Scheduling Office in Lincoln Tower manages the scheduling of classrooms for the academic courses and for club and group activities.

“We normally have 330 rooms to use for scheduling autumn – this time we ended up having 290 rooms,” said James Palavin, acting assistant registrar.

The university has 351 general purpose classrooms in addition to 121 rooms that are controlled by individual departments, said John Kleberg of the Classroom Coordinating Council in the Office of Business and Administration.

Autumn quarter has the highest section demand followed then by winter quarter, Palavin said. The demand for autumn quarter shows that between 4,600 and 4,700 sections will need rooms, Palavin said.

During the peak hours, 9 a.m. and 2 p.m., 330 rooms are needed to schedule classes, Palavin said.

“The utilization of the 330 classroom pool rooms is 73 percent, which is very high,” Palavin said. “Nobody wants to teach at 4 o’clock, or 8 o’clock.”

After receiving section demand information for autumn quarter, the Scheduling Office sent out reports to the individual departments at the university asking them to report on how their department-controlled rooms were being utilized.

The Scheduling Office issued a policy that if a department is not using a classroom at least 32 of the 45 hours from 8 a.m. to 5 p.m. during the week, then the department will have to report the available time slots. The Scheduling Office will then request to use that room for the specific time, Palavin said.

Another reason for the increase in section demand is the new General Education Curriculum required for undergraduate students starting in the 1990-91 school year, but it is not a significant increase, said Bob Arnold, associate provost of Academic Affairs.

The new General Education Curriculum is having an impact on the demand for classrooms, but the renovations are the most significant factor involved, Arnold said.
OSU cuts begin to hit students

By Tim Doulin
Dispatch Higher Education Reporter

Long lines.
Closed courses.
Overcrowded classrooms.

Ohio State University students are familiar with these parts of college life. With the latest round of budget cuts, students can expect more of the same, OSU officials say.

The university announced a hiring freeze, campuswide budget reductions and other measures to deal with an estimated cut in state support of $14 million. That comes after OSU absorbed $16 million in cuts in state support last year.

"Services to students are starting to suffer," said William J. Shirkuti, acting vice president for finance. "It is creating problems for them.

"The university will go on because it must, but we hope we don't do permanent damage in our attempt to provide long-term services to students."

For years, students have had problems getting into the courses they requested. This quarter, the number of students closed out of courses already at capacity is 14,000, double the figure three years ago.

Greg Rodenfels, 19, a sophomore from Beavercreek, planned on attending school full time this quarter. He received his schedule only to find he had been closed out of a course, leaving him two hours shy of full-time status.

Telephone calls to "Bruus," the computer registrar, in an attempt to add a course failed to solve his problem.

"I called Bruus every day for a week with a list of 30 courses and was rejected every time," Rodenfels said.

"It ticks me off,"

"People are mad, and I don't blame them," said Charles E. Cortato, associate provost for academic affairs.

Budget cuts aren't the only reason for course closings, but they aren't helping, Cortato said. With less money, fewer part-time faculty members are being employed, resulting in fewer courses being offered.

"I wish I had a good crystal ball to predict how bad this will get. But I suppose the close-outs are going to continue to be a major problem until we see budget relief," Cortato said.

In some cases, people fortunate enough to get the courses they requested are finding more and more students in the classroom.

"There are people sitting on the floor in my sociology class. They just don't have any room to put them," said Ed Wessel, 19, a freshman from Cincinnati.

"The problem is going to get worse.

The College of Education, for one, plans to cut back on the number of sections in courses offered spring quarter. That means bigger classes. Also, many libraries on campus are cutting back on hours, and the university recently announced that bus service on main campus is being reduced.

"They cut the buses. That is going to stink in the winter," said James Bearden, 19, a freshman from Columbus.

"Things might not get much better in the spring when the university starts working on its budget for next school year. Students can count on a tuition increase in the fall.

The state has capped in-state undergraduate tuition increases at public colleges and universities at 7 percent or $75, whichever is greater. If the state does not restore its financial support, Gee and presidents of other universities want the legislature to lift the cap.

"They were going to raise tuition by $70, and now they are talking about going even higher," said Charles Geyer, 22, a junior from Marion, Ohio.
Budget cuts affect

class offerings, times

Classes start earlier in fall

By Doug Kampman
Lantern staff writer

Ohio State will begin classes at
7:30 a.m. next year in an effort to
extend the availability of classrooms,
said Robert L. Arnold, associate
provost for curriculum and
instruction.

The change, tentatively scheduled
for Spring Quarter 1993, will allow
for an extra class period during the
day and will help in the distribution
of classroom space to departments,
Arnold said.

Under the new policy, classes on
the main campus would begin on the
half hour and end 18 minutes past
the hour. Students will still have 12
minutes between classes, Arnold
said.

The change is needed because a
shortage of classrooms has always
been a problem at Ohio State, he
said.

"We're not doing it (7:30 classes)
because we all like to wake up earlier
in the morning," Arnold said. "We are
doing it because we have a terrible
shortage of classrooms."

Arnold said the university might
get better use of classrooms by
having the 7:30 a.m. to 6:30 p.m.
schedule instead of the standard 8:00
a.m. to 5:00 p.m. "That would give us
another hour, and it would, in
essence, increase the number of
classrooms by 11 percent," he said.

Classes on the agriculture campus
will still begin on the hour, Arnold
said.

"This solves another problem.
Students who take classes on the
agriculture campus will now have
adequate transportation time
between classes," he said.

Night class scheduling would probably remain the same, although
the issue has not been fully
discussed, Arnold said.

He said the spread-out class
schedule would also reduce traffic
congestion in and out of campus.

Some departments have already
scheduled classes earlier than 8:00
a.m.

The Department of
Communication already offers
courses at 7:30 a.m. because of the
high demand for classes, said Betty
P. Moeller, administrative assistant
to Chairperson Joseph M. Foley.

"Going to 7:30 a.m. classes helped
evitate some of the crunch at those
times which were of high interest to
students," Moeller said. "It was done
to make it easier to schedule the
classes, and also because of a
shortage in classrooms."

Moeller said because of the high
demand for classes, early morning
classes fill up fast.

"The Department of
Communication has such a high
demand for its courses. . . . we have
never had a problem filling up 7:30
a.m. classes," she said.

The proposal was approved last
winter by former Provost for
Academic Affairs Frederick E.
Hutchinson, Arnold said.
Correction

In the June 25 issue, the headline, "Classes start earlier in fall," was incorrect. The changes will tentatively begin Spring Quarter 1993. The headline also said the change was a result of budget cuts, but it is not.
No bells

Little do OSU students know, but they are the subject of an experiment.

The Classroom Coordinating Council and the Scheduling Office are conducting an experiment with the bell system in five buildings on campus, said Doreen Brzycki, manager of the scheduling office.

The hourly class bells in Bolz Hall, Hitchcock Hall, Ramseyer Hall, University Hall and Central Classrooms Building will not ring for the remainder of the quarter, Brzycki said.

Starting Spring Quarter, the school day will begin at 7:30 a.m., and the council is trying to find out if the campus depends on the bell system enough to warrant reprogramming it to coincide with the schedule change, Demel said.

The scheduling office and the Classroom Coordinating Council are going to send surveys to instructors and students who use the buildings involved in the experiment to determine its effect.

Brzycki said she has received about a dozen calls, most of which have been in favor of keeping the bells ringing.

—Lucinda K. Lloyd
Bell decision

OSU schedulers will decide the fate of bells that signal the change of classes next week.

The Classroom Coordinating Council will vote Wednesday whether the bells will be preserved. In making its decision, the committee will consider the results of an experiment conducted this quarter by the Scheduling Office.

The office experimented with cutting out the bells in five buildings, and officials conducted a survey to gauge response of faculty and students.

The survey was sent to 400 faculty members and 300 students. Of the surveys sent, 184 faculty and 98 students responded.

—Tracy Rees
Classrooms could use aid of Mr. Clean

By Joy Warner
Lantern staff writer

There are smudges and graffiti covering the walls, dust collecting on tables and chairs, and food and stains marred the floor.

No, this is not the setting for some greasy spoon that locals frequent. It is Hopkins Hall, home of the arts school.

Because of budget cuts at the university, there are only 188 custodians to clean all the classroom buildings on campus, said Arlie Ruff, director of building services at Ohio State.

These custodians are not responsible for cleaning any of the dormitories or dining halls.

"I think we do a pretty good job considering the budget cuts," Ruff said. "With the resources we have, that's all we can do."

Classrooms, restrooms and hallways are to be cleaned daily by custodians. This consists of emptying the trash cans, washing the chalk boards, mopping, sweeping and disinfecting.

"Occasionally we miss some things because of absenteeism," Ruff said. "We have about 10 percent absenteeism every day."

Some tasks only have to be done once a month, and the stripping and refinishing of floors and cleaning of carpets only has to be done once a year, he said.

Students are affected by the cleanliness of classroom buildings and some had differing opinions on how clean they really are.

"It (Hopkins Hall) is definitely one of the dirtier buildings on campus," said Becky Stewart, a junior majoring in nursing.

"I don't agree," said Mike Callahan, a senior majoring in art education. "It's an art building. I think they clean it as much as possible."

"I don't think they clean the inside of Lord Hall," said Jennifer Lin, a junior majoring in mathematics. "You can see trash everywhere in the hall."
Study of room use criticized

Colleges say report by regents paints inaccurate picture

By Alan D. Miller
Dispatch Higher Education Reporter

University leaders are crying foul over a report showing that about half of Ohio campus classrooms and two-thirds of college labs go unused each day.

Although colleges themselves provided the numbers used in the Ohio Board of Regents report, the colleges' lobbying organization is now telling state senators that the report doesn't accurately reflect the situation on campuses.

But the state's higher education oversight board stands behind its report, saying it is an accurate picture of an "overbuilt" college system.

At the heart of the issue are millions of tax dollars that colleges could lose in a new funding plan proposed by the regents.

The plan, which is contained in the state budget bill being considered by the Senate this week, is expected to reduce the amount of money spent on construction and maintenance at schools.

The regents' goal is to shrink the construction debt carried by the entire college system. It amounts to about $800 million annually, which is 17 percent of the operating budget for the system and about $1,000 per student.

The policy changes and potential loss of money are big concerns for college officials. The presidents are lobbying the Senate for what amounts to a two-year delay of implementation of the plan, to give more time to study it.

"We're trying to come up with a constructive way to implement this," said Herb Asher, special assistant to the president of Ohio State University. "We're not obstructionists."

He said a special state commission that recommended the funding changes told the regents to formulate the policy. It was done in consultation with the universities, but the schools heard little about it until last month, Asher said.

One argument being used by the lobbying agency — the Inter-University Council — is that the information about classroom and lab use is misleading.

The council essentially admitted that colleges didn't take the reports seriously and didn't spend as much time as they should have in preparing them.

But the council said it is unfair for the regents to count only the amount of time a classroom or lab is used in teaching for-credit classes. Rooms sometimes are used for non-credit classes, workshops and job-training seminars, it noted.

The regents expect those uses, however, and set 70 percent as the maximum expected use of classroom space for instruction during daytime hours. Most colleges don't come close to that.

The council also said the state-required "classroom and lab utilization report was not created for the purpose of determining capital improvement needs and, by its design, is not well-suited to that purpose."

Not true, said Matthew V. Filippic, the regents' vice chancellor for administration.

"It is used all over the country for that purpose," he said.

"It strikes me that what they are saying is that it is not being used by them in their capital planning. And if that's the case, it's regrettable.

"It suggests we have a system that allows them to think construction is free."
New lighting fixtures being installed in classrooms

By James K. Majcen
Lantern staff writer

Ohio State hopes that a new technology being used in campus buildings will reduce costs and save energy. The Department of Physical Facilities is installing sensor lighting fixtures in classrooms. The occupancy sensors will help the university reduce electricity costs.

Sensor lighting, which is already used at Bowling Green State University, the University of Cincinnati and the University of Minnesota, is designed to shut off automatically when a room is unoccupied for 15 minutes.

"It works like your motion-sensing lights at home," said Dick Lighthiser, director of maintenance for Physical Facilities.

"Sensors monitor movement in the room, and when there is none, they turn off." The installation of occupancy sensors has just begun on campus, said Tom Sale, project engineer for Physical Facilities.

The average reduction in light operating hours is 35 percent with the new sensors, Sale said. There are 40 sensor-equipped rooms in use on campus. The sensors will save the university about $2,000 dollars per year, Sale said.

The sensor lighting is allowing for lower lamp replacement and air-conditioning costs because less heat is being generated, Sale said.

Although only a small number of rooms are equipped with the sensors, meters are already showing lower electrical readings, Lighthiser said.

The classroom occupancy sensors are being paid for by the Physical Facilities Department.

"It's a great idea," said Rich Hall, acting dean of Biological Sciences at the sensor-equipped Biology and Zoology Building. "It's important to be up-to-date with technology," Hall said.

Since the first light sensor installation in July 1994, all the work has been done by Physical Facilities. Outside workers will be hired this month to help the crews speed up progress, Lighthiser said.

Other products and methods are being evaluated for reducing electrical consumption on campus, Sale said.

"There will no doubt be endless opportunities as advancements in technology take place," Sale said.

Rooms in Arps Hall, Bolz Hall, the Botany and Zoology Building, Caldwell Laboratory, and the Baker Systems Engineering Building have sensors.