

FGCU FACULTY FEEDBACK REGARDING SPACE UTILIZATION:

In response to an e-mail sent to all faculty- the following responses were provided to Institutional Affairs Representatives and delivered to Win Everham and Margaret Banyan, Faculty Senate Representatives to the Safety and Facilities Committee of the Planning and Budget Council on April 10, 2012.

The following is a copy of the email that was distributed. This is followed by the raw data provided by faculty.

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**Sent on behalf of Margaret Banyan and Win Everham, faculty representatives to the Safety and Facilities Committee of the Planning and Budget Council:**

Dear Colleagues,

As you may already be aware, FGCU is experiencing several challenges related to classroom and office space. The Safety and Facilities Committee (SFC) of the Planning and Budget Council has been charged with identifying opportunities to create efficiencies in both areas of concern.

As faculty representatives to this process, we would like to receive faculty input in order to receive the broadest possible set of solutions that the SFC might consider.

Given that we are coordinating this effort with the Institutional Affairs Team (IAT) of the Faculty Senate, we are asking that you communicate to your IAT representative any suggestions (or concerns) you might have to the following two questions:

1. How can we more efficiently schedule rooms for courses?
2. How can we more efficiently use office space (or, are there incentives we might consider for sharing of office space)?

**Please respond to your IAT representative by April 10.** Listed below is your college’s representative to the IAT to which you should direct your feedback.

CAS	<b>Nora Demers</b> <i>(chair)</i>
LCOB	Eugene Hoyt
CHP	Rebecca Ali
COE	Dorothy Rea
CPS	Tara McKenna

LIB	[Reply to Demers]
WCE	Kristy Csavina

Sincerely,

Win Everham

Margaret Banyan

Faculty Senate Safety & Facility Representatives

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The following comments are provided absent attribution by individual faculty members. Overall, the comments reflect a variety of perspectives, but there is an overwhelming sense that space decisions should serve be driven foremost by the core academic purpose. Where faculty provided several paragraphs of comments, they are clustered together.

### General Comments

- Make sure that the core of campus serves academic purposes. The interpretation of this must be modified to fit the reality of space limitations in the inner loop of the campus. The Foundation and much of what occurs in AB5 can certainly occur elsewhere with no loss of purpose. That would free up limited critical space for us to teach- which is what this is all supposed to be about!

### Office Space

- Although I have no good suggestions to help this committee, I do have a concern. I worry that if two professors/instructors are sharing a regular office space, our students will be even less likely to attend office hours. Instructors regularly teach 3 sections of general biology which is 216 students. It will be very hard to plan for 6 office hours per week per instructor and not overlap or invade the privacy of the visiting student asking about their grades. As you know, it is hard enough to get them to come in when it is just us.
- For use of office space, the only way that shared offices might be reasonable as an option is if the faculty volunteer to share based on the incentive concept mentioned—perhaps an additional amount of travel money or some other financial support or even software or something, within a certain budget, that the individual faculty might consider worth having to share the space. I'd hate to see this forced on people, especially on our many colleagues who are committed to being available for students in office on a regular/daily basis. There are also those who are not as tied to their office space and who might think the trade worth it, almost giving them license not to be available on campus (which is also potentially a downside). Perhaps, on a related note, those who offer mostly distance classes would be among those who would find some specific form of incentive worth the sharing of an office.
- Limited office space is definitely going to become a problem; if it's not already. I do believe that faculty sharing a small office space is destructive to our efficiency as teachers and scholars. Faculty need a private space to interact with students, without a doubt. Splitting days/times with another faculty member in a single office space is not feasible. When push comes to shove, faculty should get priority for office space over staff; including research staff. In looking around Whitaker (for example), I can't help but notice that spaces that can be used for future faculty offices are being populated by non-faculty at a relatively low population densities.

- This can only work if faculty and staff can develop and use office space at home. It is important for the university to bear some of the cost for faculty and staff to "telecommute" (i.e., computers, printers, screens, office supplies, etc.), otherwise we are then unwittingly subsidizing the university . . . not fair given current salaries, lack of adequate COLA, etc.
- Faculty are the foundation of a university and this leadership team seems to think it is the administration including its many forms of non-academic programmatic "stuff". This "stuff" has far too little to do with the core strategy of a real university. Office space for faculty is crucial for what faculty do and there should be no give to the administration on this. They are of, and should be of, cubicle world but that is because their role is to *serve* the core mission of a university. Instead, there has been four plus years of bureaucratic empire building which now, apparently, has outgrown its space. The bureaucracies growth in human resources is apparently, though not surprisingly, requiring additional physical resources. Ask this: "Does the decision serve the *core* educational requirement of an institution committed to higher education?" If not, it goes to the back burner.

### Classroom Scheduling

- Specifically, my department has a number of 4 credit courses (calculus sequence, etc), most of which meet twice a week. However, they are rarely placed back to back in a room, so there are empty periods of time when the room is not utilized. Placing three of these sections consecutively in a room would allow a minimum of empty time for the room, though it does require at least two classes to start at atypical times (for example, have classes 11-12:45, 1-2:45 and 3-4:45). I'm sure there are other departments/programs with the same issue.
- For scheduling, a reasonable option is to have quotas by program (including gen ed and colloquium) for Friday, 8:00 a.m., and evening courses. We might also encourage MWF courses and, for graduate sections, perhaps also a more regular Saturday option. Each program leader would be responsible for x number of such courses on the schedule each term in order for the schedule to be approved.
- How can we more efficiently schedule rooms for courses? Allowing 9:30 AM to 12:15 PM, 12:30 to 3:15, and 3:30 to 6:15 class times on Friday would generate more usable/desirable session times than current schedule does.
- Not sure if true for other rooms, but the classroom I teach in has 45 min rather than 15 min between classes.
  - Example: AB7-227 scheduled for class M/W and T/Th 8-10:15; 11-1:15; 2-4:15; 5-7:15 (8 classes) It could more effectively be scheduled M/W and T/Th 8-10:15; 10:30-12:45; 1-3:15; 3:30-5:45; 6-8:15 (10 classes)
  - Of course, every plan has drawbacks and these are the ones I see: 1) less time for the lab managers to set up between classes (15 min instead of 45 min) 2) time added to

nighttime schedule (but more likely someone would want to teach a 3:30-5:45p class rather than a 5-7:15p class) and 3) loss of coordination with the 2hr 45 min classes.

- The university's schedule of two 75-minute classes a week makes for very full Monday-Thursday classrooms and empty Fridays. I would like to see the M/W schedule stretch into Fridays (three fifty-minute classes a week, for instance). This does not help the office space situation but does make more space available in the week. It also helps the campus when students and faculty are here to interact more on campus. The lack of people on campus on Fridays is troubling to me.
- Why doesn't FGCU make more immediate use of the many facilities at the Buckingham Campus to address the challenges related to classroom and office space? It would be particularly suitable for M&ES Environmental Biology, Environmental Geology, Environmental Science, and several of the new Environmental Education minor courses. Someone like Billy Gunnels also could use it for his Animal Behavior course. And much, much more. I'm sure there are many students from Lehigh Acres, Fort Myers, and places farther north and east who would appreciate being able to attend courses out at the Buckingham Campus. In addition, the university should arrange for regular and frequent bus services back and forth to the main campus, for example in cooperation with Lee Tran (<http://www.rideleetrans.com/>).
- In thinking about class schedules, the first thought in my mind is to consider more classes on Fridays. Also, I think that too much time is left open between classes. In particular, for some of our biology classes, 45 minutes exist between the end of one class and the beginning of the next.
- In trying to speak to the issue of scheduling classrooms in the most efficient way, I want to first come across in a positive way. I do not want to sound as though I am complaining, but since they asked...  
It tends to frustrate me to be assigned a very small, rather hot, room with 35-40 students, when a very nice room upstairs is "rented out" to the community for special speakers and meetings. I also feel as though the College of Education should be teaching in rooms with SMART boards, in order to train our teachers on the technologies that they will see in the classroom.
- How can we more efficiently schedule rooms for courses? (1) Note days that hybrid courses meet f-t-f and schedule room for use at other times. (2) 1) Note days that hybrid courses meet f-t-f and schedule room for use at other times.. (3) Offer more hybrid sections of courses. (4) Offer fewer f-t-f sections of courses. (5) Offer more f-t-f sections in non-tradition venues, e.g., dorms, off-campus locations such as rooms on other university/state college/PK-12 schools.
- Series of comments:
  - Up in Charlotte County, the university has space available at the Charlotte Technical Center. This is different from the space at Herald Court in downtown Punta Gorda. The space is part of the technical center near Murdock (US 41 and St.Rd 776). When last I checked, the space included office space as well as classroom space.
  - The Charlotte County Sheriff's Office has previously offered space to FGCU for classes in the Criminal Justice program. Lee County Sheriff has done the same, and I would

imagine that, if asked, so would the Collier County Sheriff. All of these agencies have classroom space.

- In the Division of Justice Studies, our programs include both distance availability as well as on-campus option for 100% of each of our programs. For many years, I taught nothing but distance courses, meaning that I did not teach on campus and did not need any classrooms. This also meant that I did not need to have an on-campus office. For several years, I used a small space on the Edison Campus in Charlotte County as an office. For some reason, last year all professors in the division are now required to teach one on-campus course. This change also meant we had to have an on-campus office. I would be very happy to return to 100% distance, without any on-campus sections, and would gladly return to a small office space elsewhere. In fact, I would be willing to dedicate a portion of my home office as my FGCU office (since I do much of my work here anyway - as I am right now) and not have a physical office at all. I do my student meetings via email, Skype, video conferencing, or telephone. My office hours are primarily virtual, since 170 of my 220 students are virtual. If I need to meet with a student, there are plenty of available options, including the library, conference rooms, and available cubicles on the main campus or at any of the branches or centers.
- We need to be more creative and flexible when looking at space availability. I'm sure there are others like me who would be willing to become "virtual professors." Participation on committees is not a problem, since we can do those by teleconference and email. Attendance at faculty or division meetings is no problem at all. It is a matter of looking at our roles in a different way. Though FGCU is transitioning to a more traditional university, we still hold many of the original goals of the university - including providing quality programs via distance. We should be able to look at some of our faculty staff in that way as well.
- Identified that there are two offices in Sugden not currently in use and could be used for overflow of faculty or staff.
- By incorporating the "hybrid" format (part on-ground, part online) into more courses you are doubling efficiency. One classroom can be used by two professors during the same semester using this method. Sue, the scheduler, puts the exact dates that each class meets in the room onto Gulflink for all students/faculty to see, so there is no problems regarding double-booking.
- To maximize room utilization, my recommendation is to increase the number of fully online courses—particularly, in technical fields such as IS. I volunteer to teach all my sections online.
- For what it is worth...
  - (1) Faculty are the foundation of a university and this leadership team seems to think it is the administration including its many forms of non-academic programmatic "stuff". This "stuff" has far too little to do with the core strategy of a real university. Office space for faculty is crucial for what faculty do and there should be no give to the administration on this. They are of, and should be of, cubicle world but that is because their role is to **serve** the core mission of a university. Instead, there has been four plus years of bureaucratic

empire building which now, apparently, has outgrown its space. The bureaucracies growth in human resources is apparently, though not surprisingly, requiring additional physical resources. Ask this: “Does the decision serve the **core** educational requirement of an institution committed to higher education?” If not, it goes to the back burner.

- (2) Inevitably, Friday classes will be pushed by the administration. When that happens please consider block scheduling on that Friday. Friday, at many universities is a day of research and/or committee work and I hate to see it go. Friday, for me, is a great day on campus because all the students are gone and so are 75% of my colleagues. But when Friday does come into play - and trust me this is their goal – PLEASE consider long blocks of classes that meet Friday only. Some would welcome such longer blocks and others can maintain the time-learning space they need to teach effectively.
  
- I would be happy to start classes at 8:00 AM. And have class from 12:30 to 1:45. That might solve it.
  
- Assign (or reassign) classrooms based on actual net enrollment (after withdrawals) rather than original gross enrollment. This might mean moving some classes 4 – 6 weeks into the semester. Earlier withdrawal deadlines would help.
  - Selectively offer some Friday classes with faculty concurrence.
  
  - Review the need for private offices for positions that require little student or employee contact (no overwhelming need for privacy) and have ample and effective meeting facilities nearby. Many administrative positions might function adequately in a partitioned area, rather than assigning each one a private office.
  
  - Most offices are too small to accommodate two occupants simultaneously; sharing of a work station, a computer terminal, a telephone, a file cabinet, or a bookcase is simply not effective. Productivity would plummet.
  
- As our representative I would like for you to propose the use of an innovative scheduling approach that keeps two-day classes without having to go to an onerous 50 minute MWF schedule. My approach involves pairing rooms to permit the following schedule: MW, MF, WF. Here’s how it works. Let’s assume that we pair Lutgert Hall 2201 and 2202 for a 9:00-10:15 class. We would have the following: M in 2201 and W in 2202; M in 2202 and F in 2201; W in 2201 and F in 2202. All that students have to do is to keep the rooms straight. Notes on doors greatly help. We thus utilize the campus 5 days a week and not 4 and stay away from a 50 minute class that ends too early for effective teaching. It also evades a T/R versus MWF faculty divide and helps to keep faculty from teaching 5 days a week.

- I would like to see COE courses have priority for rooms in Merwin Hall (AB3). We sometimes have our faculty teaching class in the Library or Holmes Engineering when there are other classes taking place here.